DOCUMENT RESUME

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IDENTIFIERS	Convenience Stores; Workplace Literacy

ABSTRACT

The final performance report for a national workplace literacy grant-funded project in Arlington County, Virginia, is presented. This 2-year project provided on-site English-as-a-Second-Language (ESL), literacy, and basic skills training to workers in five targeted industries. Partners were the REEP Program of the Arlington Public Schools, the Chambers of Commerce in Arlington and Alexandria, the Apartment and Office Building Association, Northern Virginia Hotel and Motel Association, Northern Virginia Health Care Association, Southland/7-Eleven Stores, and Voluntary Hospitals of America/Mid-Atlantic States. Some 535 individuals were enrolled in the total project, with 49 ESL classes completed during the project. Results suggest that participation in the classes favorably affected trainee performance on the job in the following areas: communication, productivity, work and class attendance, self-esteem, and safety. Appended is information on: business contacts; media articles; curricula; computer-assisted instruction for workplace literacy participants; and job task analysis for the workplace ESL teacher. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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ED 363 146

REEP
FEDERAL WORKPLACE LITERACY PROJECT

Arlington Education & Employment Program
1601 Wilson Boulevard
Arlington, VA 22209

March 1, 1991 - February 28, 1993

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FL 800 693

FINANCIAL STATUS REPORT

(Long Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	of
Department of Education Extension of Adult Ed. and Literacy	CFDA 84.198	0348-0039	1	pages

3. Recipient Organization (Name and complete address, including ZIP code)

Arlington Public Schools
Adult Career and Vocational Education
Arlington Education and Employment Program (REEP)
1426 N. Quincy St.
Arlington, VA 22207

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
	V198A10023	☐ Yes ☐ No	☒ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
03 01 91	02 28 93	03 01 91	02 28 93

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays			$937,327.86
b. Refunds, rebates, etc.			
c. Program income used in accordance with the deduction alternative			
d. Net outlays (Line a. less the sum of lines b. and c)			$937,327.86
Recipient's share of net outlays, consisting of: e. Third party (in-kind) contributions			$525,275.86
f. Other Federal awards authorized to be used to match the award			
g. Program income used in accordance with the matching or cost sharing alternative			
h. All other recipient outlays not shown on lines e, f or g			
i. Total recipient share of net outlays (Sum of lines e, f, g and h)			$525,275.86
j. Federal share of net outlays (line d less line i)			$412,052.00
k. Total unliquidated obligations			
l. Recipient's share of unliquidated obligations			
m. Federal share of unliquidated obligations			
n. Total federal share (sum of lines j and m)			$412,052.00
o. Total federal funds authorized for the funding period			$412,052.00
p. Unobligated balance of federal funds (Line o minus line n)			0.00
Program income, consisting of: q. Disbursed program income shown on lines c and/or g above			N/A
r. Disbursed program income using the addition alternative			N/A
s. Undisbursed program income			N/A
t. Total program income realized (Sum of lines q, r and s)			N/A

11. Indirect Expense — a. Type of Rate (Place "X" in appropriate box): ☐ Provisional ☒ Predetermined ☐ Final ☐ Fixed

b. Rate	c. Base	d. Total Amount	e. Federal Share
3.02%	$412,052	$12,213.48	$12,213.48

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Inaam Mansoor, Director Arlington Education and Employment Program (REEP)	703-358-4200
Signature of Authorized Certifying Official	Date Report Submitted
Inaam Mansoor	5/27/93

Previous Editions not usable

Standard Form 269 (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

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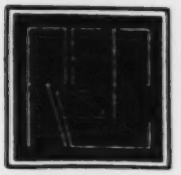

ADULT AND CAREER EDUCATION
ARLINGTON PUBLIC SCHOOLS

ARLINGTON
EDUCATION AND
EMPLOYMENT
PROGRAM

May 27, 1993

Marian Banfield
U.S. Department of Education MES
Room 4517
400 Maryland Avenue, S.W.
Washington, DC 20202-7327
RE: Grant #Va98A10023

Dear Marian,

Enclosed please find two copies of the following:

-Final Performance Report
-Financial Status Report Form 269

One copy of the following:

-Video Cassettes containing 10 lessons series- "English Works"
(all ten lessons are on one cassettes)
-Print materials for each of 10 video lessons (Not print quality)
- Convenience Store Curriculum
- Custodial Curriculum will be sent next week

-Final External Evaluation Report to be sent by Dr. Heidi Spruck Wrigley

These reports are for our National Workplace Literacy Grant #V198A10023. Copies of the reports and materials will also be sent to ERIC Clearinghouse on Adult, Career and Vocational Literacy, and the U.S. Department of Education's Clearinghouse on Adult Education and Literacy.

It has been our pleasure to have participated in a project of this importance to education. Please let us know if we can be of further assistance.

Sincerely yours,

Inaam Mansoor
Director

WILSON SCHOOL. 1601 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209-2519 — phone: (703) 358-4200 FAX: (703) 522-2974

REEP
FEDERAL WORKPLACE LITERACY PROJECT

Arlington Education & Employment Program
1601 Wilson Boulevard
Arlington, VA 22209

March 1, 1991 - February 28, 1993

SECTION A - QUARTERLY FISCAL REPORT - 03/01/91 - 02/28/93

CATEGORY	GRANT FUNDS	MATCHING FUNDS
1. SALARY & WAGES	$310,271.54	$38,923.13
2. FRINGE BENEFITS	$37,314.18	$10,209.04
3. TRAVEL	$3,328.62	$2,462.30
4. EQUIPMENT	$9,133.99	$31,190.94
5. SUPPLIES	$6,965.52	$5,897.73
6. CONTRACTUAL SERVICES	$30,315.15	
7. OTHER	$2,509.52	$101,209.31
8. TOTAL DIRECT OUTLAYS (LINES 1 + 7)	$399,838.52	$189,892.45
9. TOTAL INDIRECT OUTLAYS	$12,213.48	
10. TOTAL QUARTERLY OUTLAYS (LINES 8 + 9)	$412,052.00	

SECTION B - QUARTERLY COSTS SHARING

1. PROGRAM INCOME RECEIVED	
2. NON-FEDERAL FUNDS (STATE,LOCAL,ETC)	
3. IN-KIND CONTRIBUTIONS	
Arlington Public Schools System	$170,723.72
Alexandria Public Schools	$22,226.00

SECTION C - RELEASE TIME

QUARTERLY HRS OF RELEASE TIME/BONUS:	$142,433.69
QUARTERLY VALUE	

TOTAL IN-KIND CONTRIBUTIONS $525,275.86

REEP FEDERAL WORKPLACE LITERACY PROJECT

Reporting Period:
March 1, 1991 - February 28, 1993

Section I	Statistical Summary
Section II	Fiscal Report
Section III	Narrative Report
Part I	Overview
Part II	Actual Accomplishments

A. Summary Table

B. Objectives, Outcomes, and Process

C. Administrative Issues

Part III	Characteristics of Project Participants
Part IV	Dissemination Activities
Part V	Evaluation Activities
Part VI	Changes in Key Personnel
Part VII	Appendices

A. Workplace Literacy Project Business Contacts
B. Media Articles
C. Curricula
D. Computer-Assisted Instruction for Workplace Literacy Participants
E. Job Task Analysis - Workplace ESL Teacher

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

REPORTING PERIOD: 03/01/91 - 02/28/93

PART 1: PROGRAM PARAMETERS

1. Target Number to be Served: 400

   in Worksite classes: 250
   in Adult Learning Center: 150

2. a. No. recruited for assessment, pre-testing, & referrals: 574
   b. Sites & Numbers Served to Date:

Industry 1: Building Maintenance		Slots/Individuals
Site 1	Charles E. Smith Cos.	86/51
Site 2	Mark Winkler Cos.	14/14
Site 3	Gates Hudson	10/10
Industry 2: Health Care		**Slots/Individuals**
Site 1	Camelot Hall	9/9
Site 2	Goodwin West	32/23
Site 3	Woodbine Nursing Home	22/22
Industry 3: Retail		**Slots/Individuals**
Site 1	Southland Corp., 7-Eleven	30/30
Industry 4: Hospitals		**Slots/Individuals**
Site 1	Alexandria Hospital	8/8
Site 2	Arlington Hospital	20/20
Wilson Adult Center		**Slots/Individuals**
	Adult Learning Center	250/162
Alexandria Adult Center		**Slots/Individuals**
	Adult Learning Center	22/7

Industry 5: Hotels		Slots/Individuals
Site 1	Doubletree Hotel	–
Site 2	Embassy Suites	15/9
Site 3	Hyatt Arlington	6/6
Site 4	Hyatt Regency	8/8
Site 5	Marriotts:	
	Courtyard	5/5
	Crystal City	7/7
	Gateway	46/38
	Key Bridge	12/12
Site 6	Ramada Ballston	4/4
Site 7	Ritz Carlton	10/10
Industry 5: Alexandria Hotels		**Slots/Individuals**
Site 1	Embassy Suites Alex.	29/29
Site 2	Holiday Inn Old Town	14/14
Site 3	Radisson Plaza	18/18
Site 4	Ramada Inn	19/19

3. Total enrollments to date:
   in Worksite classes: 424
   in Adult Learning Centers: 272

4. Federal Funds Obligated: $412,052.00

5. Matching Funds / In-kind: $525,275.86

6. Value Release Time: $142,433.69
   Paid Release Time & Bonus

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7. Number of Enrollments in:
   Basic Skills 696
   GED --
   ESL 696

8. Contact Hours Provided: Completed Classes 18, 303.80
   ALC 4, 697.75

PART 2: PARTICIPANT DATA Individuals: 535

DATA ELEMENT	PARTICIPANTS		BASE #
1. Mean Age of Participants:	34		535
2. Sex:			↓
a. No. of males	a. 251		
b. No. of females	b. 284		
3. Race/Ethnicity:			↓
a. White	a. 12		
b. Black	b. 25		
c. Hispanic	c. 410		
d. Asian / Pacific Islander	d. 69		
e. American Indian	e. ---		
f. Other	f. 16		
4. Number of Single Head Household:	67		
5. Number of Limited English Speakers (LEP):	535		
6. Outcomes: (base #s vary by number of responses received)	SLOTS	%	
a. 1. Tested higher on basic skills	a. 1. 279	87%	319
(comparison of pre & post ESL test scores			
2. Mastered competencies taught (80%+)	2. 247	74%	334
Items b-e showed improvement according to supervisors on evaluation forms in:			
b. Improved communication skills	b. 309	94%	329
c. Increased productivity	c. 215	87%	246
d. Improved attendance at work	d. 105	65%	162
e. Increased self-esteem	e. 275	91%	301
f. Safety	f. 162	77%	208
7. Years with the company:			535
a. Unknown	a. 49		
b. 0 - 5	b 449		↓
c. 6 - 10	c. 25		
d 11 - 15	d. 5		↓
e 16 +	e. 2		
8. Last year of school completed:			
a. Unknown	a. 8		
b. 0 - 6	b. 170		
c. 7 - 12	c. 266		
d 13 - 16	d. 70		
e 17+	e. 21		

Characteristics of Workplace Literacy Trainees		
Characteristics	Completers (N=365)	Non-completers (N=59)
Race:		
Asian	50	3
Black	12	2
Hispanic	243	52
Other	15	2
Age:		
19 and under	28	8
20 - 30	132	23
31 and older	205	28
Second Job:	86	16
Education in home country:		
6 years or less	136	18
7 - 12 years	169	36
13 or more years	60	5
Pre-testing scores- BEST		
10 or less points	40	51
11 - 17	42	1
18 - 24	36	1
25 - 28	38	0
29 and greater	209	6
Sex:		
male	147	36
female	218	23
Incentive:		
Bonus	108	41
Paid Release	257	18

REEP FEDERAL WORKPLACE LITERACY PROJECT CONSORTIUM

Final Narrative Report

March 1, 1991 - February 28, 1993

Part I: Project Overview

This project was operated by the Arlington Education and Employment Program (REEP), a special project within the Department of Adult, Career and Vocational Education of Arlington Public Schools in Virginia. This project expanded its previously successful campaign against the problems of functional illiteracy among limited English proficient (LEP) service workers by creating a unique consortium designed to assist LEP's in five industries in the Alexandria and Arlington, Virginia workforces. During two previously awarded Federal Workplace Literacy grants, the REEP Program had established a partnership comprising the Arlington Public Schools, Arlington Chamber of Commerce, and the Hospitality Industry to meet the workplace literacy needs of LEP hotel workers. The project provided on-site English as a Second Language, literacy, and basic skills training.

The grant reported in this document helped to support the expansion of REEP's Workplace Partnership from one industry to four additional ones through trade associations representing each industry. REEP's current partnership is a Consortium of interests: educators, chambers of commerce, trade associations, and actual businesses. The Consortium was designed to maximize the program's capacity to respond to the LEP employees both in a wider range and a larger number of industries that require workplace literacy interventions. Current project partners comprising The Consortium are:

REEP FEDERAL WORKPLACE LITERACY PROJECT PARTNERS

Schools	Chamber of Commerce	Associations
Arlington Public Schools (REEP Program) Alexandria Public Schools, Division of Adult Education	Arlington Chamber of Commerce Alexandria Chamber of Commerce	1. Apartment & Office Building Association
		2. Northern Virginia Hotel & Motel Association
		3. Northern Virginia Health Care Association
		4. Southland / 7-Eleven Stores
		5. Voluntary Hospitals of America-Mid-Atlantic States

Southland Corporation is not a trade association, but is in a relationship to its Capitol Division stores that is parallel to that of the four associations and their members. Through these Associations and the Southland Corporation, the project has been able to be responsive in serving businesses as they recognized the basic skills training needs of their employees.

The associations and businesses support the project in achieving the goals of the entire Consortium. The project cost a total of $937,327.86. The federal share was $412,029; the non-federal

in-kind contributions totaled $525,275.00, a 56% share which well exceeds the 70-30 ratio required for operation of the project. This is a significant indicator of the commitment of all the partners involved.

Job-related ESL and basic skills were provided during on-site classes at the businesses and in the Adult Learning Center (ALC), a multi-media language laboratory located at Wilson School in Arlington. Alexandria also provided on-site classes and began to involve the Alexandria Learning Center in workplace instruction. The project promoted transition of the employees to other learning opportunities in the Metro area, depending on their jurisdiction of residence. In particular, REEP encouraged participants of the onsite classes to continue their study at the ALCs because the flexible scheduling of these centers and the possibility of immediate enrollment could sustain the gains made in the classes. To assist students in transferring their studies, the job-related curricula used in the on-site classes were reflected in the materials provided in the ALCs. At each site, teachers taught in both the ALC and on-site classes, which added to the comfort of the students in their new learning environments.

The Arlington and Alexandria Chambers of Commerce and the Associations assisted in project coordination, especially marketing within the five targeted industries and referring businesses to REEP. REEP has worked to maintain contact with all of the businesses involved in the workplace initiative since 1988 to keep the network vital even if original contacts have moved on or if budget constraints preclude continued classes. We believe that keeping all the businesses aware of the Workplace Project will facilitate eventual institutionalization.

The following Associations and Businesses are involved in the REEP initiative:

Apartment and Office Building Association (AOBA) . The Charles E. Smith Companies . The Mark Winkler Company . Gates, Hudson & Associates Management Company	Northern Virginia Hotel & Motel Association (NVHMA) **On-site Classes:** .Doubletree Hotel (former Holiday Inn Crowne Plaza) .Embassy Suites Crystal City .Embassy Suites Alexandria .Holiday Inn Old Towne, Alexandria .Hyatt Arlington .Hyatt Regency Crystal City .Marriott Courtyard Rosslyn .Marriott Crystal City .Marriott Gateway Crystal City .Marriott Key Bridge .Radisson Plaza, Alexandria .Ramada Inn Seminary Plaza, Alexandria .Ramada Renaissance Ballston .Ritz Carlton Pentagon City **Adult Learning Center:** .Best Western Arlington .Days Hotel Crystal City .Days Inn Arlington Boulevard .Quality Hotel .Stouffer Concourse
Northern Virginia Health Care Association (NVHCA) . Camelot Hall Nursing Home . Goodwin West . Woodbine Center	
Southland Corporation: Capitol Division .7-Eleven Stores	
Voluntary Hospital Association - Mid-Atlantic States (VHA) . Alexandria Hospital . Arlington Hospital	

Project Outcomes

The project met all of its Federal Workplace Goals and had a positive impact at each of the work sites. Classes in English-as-a-Second Language were taught on the work sites with curricula customized for twenty three businesses. Accomplishments include:

Number of ESL Classes provided	50 started/49 completed
Number of employees recruited	574
Number of enrollments in ESL classes	424
Number of enrollments in Adult Learning Center	272
Number of individuals enrolled in total project	535

Participation in Workplace Literacy classes favorably impacted trainee performance on the job. Supervisors evaluated trainee progress in the following areas: (1) communication, (2) productivity, (3) attendance at work and in the English class, (4) self-esteem, (5) safety. Evaluation statistics indicate that employees have shown improvement in their use of English at work. Supervisors rate the results highly and their comments are encouraging. The most typical statement offered by supervisors was that the employees' confidence levels soared and employees were more willing, even eager, to use their English. Teachers cited that students averaged 74% on the progress reports in trainee communication and literacy skills, while training post test results indicated an 87% increase in these same skills. The class retention rate is 86% and attendance among those who completed the class is 86%. Improvement in communication was cited by the following measures:

Evaluator	Instrument	Result
Students	Self-evaluation form	90% saw improvement in themselves
Testers	Pre/post tests	87% increased scores
Teachers	Progress reports	74% of class goals achieved
Supervisors	Evaluation/rating form	83% of students showed improvement in on-the-job communication

Part II. Actual Accomplishments

A. Summary Table:

Summary Table: Federal Workplace Goals and Outcomes

Federal Workplace Goals	Outcomes
1. Develop/revise instructional materials for ESL/literacy training of functionally illiterate employees in businesses affiliated with partner Associations and the Chambers of Commerce.	* In addition to the two base curricula for hotel Housekeeping and Food & Beverage, the following curricula are drafted: Custodial Services; Landscaping; Health Care Environmental Services, Dietary; Nursing Assistants' and Convenience Stores Retail. Custodial and Convenience Stores have been completed and submitted to ERIC.
2. Develop computer-assisted interactive audio and video and other self-instruction modules to improve workplace literacy skills: short CAI lessons, sets of lessons on floppy disks, and interactive audio/video program and user's guide.	* Created ten cable television programs based on workplace communication skills relevant to the partner industries' businesses. Lessons accompany the series for class and individual use. * Developed workplace related lessons and exercises for trainees and teachers with utilities software.
3. Recruit 400 functionally illiterate persons, employed in jobs with affiliated businesses.	* 574 employees were recruited.
4. Screen potential trainees to identify their eligibility, functional literacy levels, and likelihood of completing the training.	* Occurred as planned
5. Select employees and provide 400 training slots for 300 individuals as follows: - 250 enrollees in 46 on-site classes - 150 enrollees in ALCs	* 424 training slots were provided in 49 classes for the 366 individuals enrolled in classes. * 272 training slots in the ALC include 169 individuals enrolled only in the ALC.
6-7. Provide job-related ESL in the four basic skills with math as needed.	* 50 ESL classes have been provided and 49 completed successfully. * ESL Class Outcome data to date: - Retention Rate: 86% - Attendance: 86% - Improved in Basic Skills: 87%
8. Provide technical assistance to other associations of other businesses and industries that may want to provide workplace literacy training.	* Occurred as planned: REEP promoted the Workplace initiative with representatives from businesses in child care, parking lots, hotels in DC, and with additional businesses in current partner industries: Jefferson Hospital, Northern Virgina Doctors' Hospital & Manor Care Nursing Home; hotels and maintenance under the Reinsch Cos; Howard Johnson and Holiday Inns.

B. Objectives, Outcomes, and Processes

OBJECTIVE 1. Develop/revise instructional materials for ESL/literacy training of functionally illiterate employees in businesses affiliated with partner Associations and the Chambers of Commerce.

Outcome: REEP staff has drafted curricula for the five industries that received ESL instruction on site. Draft curricula have been developed for landscaping, health care environmental services and dietary, and nurses' assistants. REEP's original Housekeeping and Food and Beverage Curricula were also revised. As a result, the following curricula have been completed and will be disseminated through ERIC and relevant resource centers: revised Hotel Housekeeping and Food & Beverage, Convenience Store Retail and Custodial. In final versions of curricula, available texts and materials are referenced to each unit of the curricula, enabling teachers to select the most appropriate exercises and activities. All four will be submitted to appropriate clearinghouses for dissemination with this final report.

Process: REEP creates curricula for new industries by

. consulting the clearinghouses for work already completed;
. drawing on its experience in other workplace settings;
. meeting with the managers in the relevant department at a specific business;
. visiting the worksite and observing employees at work to gauge language usage and needs;
. conducting needs assessments with the students before and during the class;
. verifying content weekly throughout the class with supervisors and managers;
. drafting a curriculum outline.

A new staff position, called Industry Specialist, was created for each of three business areas: office and apartment building custodial services, health care, and 7-Eleven retail. The Specialists were ESL professionals assigned to focus in on and determine what these businesses and their employees needed.

During the first three months of the project, an ERIC search was done of curricula relevant to the five industries with which we were working. We found and have copies of the following:

Health - Georgia Hospital; Coastline Community College of California for environmental services; Missouri Voc. Ed.
Southland - 20-hour ESL
Maintenance - Prince William County and Fairfax County, Virginia; Missouri Voc. Ed.; Pima County, Arizona
Hotels - Orange County, Florida; Dade County (Anne Lomperis); Fairfax County Manual; Missouri Voc. Ed. "Restaurant & Food Services".

Most of the curricula did not meet our needs because they were focused on vocational training, native speakers, or much higher level classes, e.g., for certification of nursing assistants. There were parts of each, however, that were helpful to our work.

The specialists also conducted a literacy analysis of targeted jobs/departments in each new industry. A resource binder was developed, containing the first draft of a curriculum, background notes, business forms and a record of communication with the business staff. The industries analyzed were represented by the following businesses:

.Charles E. Smith Companies, Mark Winkler Company
.Goodwin West, Woodbine Nursing Center, Arlington Hospital
.7-Eleven Stores

REEP's original plan was to develop a curriculum during the first round of classes and refine it during the second. However, four issues stalled this plan.

First, there was no consistent second round of classes in most of the sites during this grant.

Second, in businesses like 7-Eleven and Goodwin House that scheduled additional classes, the subsequent classes were different in level and/or department, preventing instructors from using the draft curriculum as a pilot. Needs were different and teachers drew on new resources and materials.

Third, although we taught three Dietary classes in three locations, the job procedures varied at each necessitating a more "emergent" curriculum development approach. Therefore, we have a skeletal draft with materials and procedures from three perspectives, which add to the developing curriculum, but need cohesion. Additional funds are needed to refine the draft.

The pilot curriculum for office and apartment building custodial services, based on the first class at one site, also evolved through 9 classes offered by two different businesses drawing from multiple sites. Each class again presented several unique needs not noted in previous classes and deemed important for the curriculum. It is important to note that these modifications and additions required more than 60 additional work hours than had been anticipated to clarify content and ensure consistent curriculum format.

Fourth, we had not realized the amount of attention this process would require on an on-going basis as each class, even at the same worksite, required modifications due to level and job procedure differences from site to site. The amount of weekly lesson plans and materials became unmanageable. We are addressing this concern in the fourth grant.

In addition to creating curricula, REEP customizes curricula and instruction to each unique worksite within an industry by conducting a needs assessment for each workplace class with those who represent the various perspectives on the issue of communication: the managers, the supervisors, and the students themselves. By the third week of the class, the teacher has met with the three groups and synthesized their lists of needs and priorities. In this way, course content is negotiated jointly among the teacher, employees, and employers.

The major issues of communication need cited by employers and employees are indicated on the following chart. The employers cited two items which the employees did not mention; and the employees spoke about understanding paychecks which employers generally think is very clear to everyone.

Communication:	Employee needs:	Employer needs:
Communicate with clientele	Pleasantries, answer questions, fulfill requests, read messages/notes, give directions	Same Also give information requested, refer clients elswhere on site for help, provide positive atmosphere
Follow instructions	Job vocabulary	Same
Communicate with co-workers	Get supplies, find out what needs to be done, be friendly. Wants to learn slang and idioms. Needs to follow fast speech and various accents	Same, especially because teamwork is becoming more and more necessary.
Clarify/Verify	Not seen as need	Clarify what is not understood, particularly ask questions of clientele if not understand
Communicate with supervisors	Understand job tasks, talk on phone or pager, know how to handle criticism or praise	Same Also ask questions, follow changes of instructions, confirm understanding
Safety/emergencies/illness	Understand, explain, and respond to information	Same
Showing initiative	Not seen as a need	Making suggestions, seeing need and doing without being asked/told
Work schedules/pay checks	Understand paychecks and work schedules	Sometimes work schedules, paychecks not cited as issue

OBJECTIVE 2. Develop computer-assisted interactive audio and video and other self-instruction modules to improve workplace literacy skills: short CAI lessons, sets of lessons on floppy disks, and interactive audio/video program and user's guide.

Outcome: This year, development focused on the creation of cable television lessons. Ten 20-minute videos are complete and suitable for use on cable tv. They are based on authentic workplace communication skills relevant to the partner industries' businesses. Lessons for the ten units have been developed for class or individual use.

Process:

Cable Television Project

Ten 15 to 20 minute programs concerning communication issues in the workplace will be aired on cable television starting July 1993. After consultation with our Workplace literacy advisors and the project staff, our instructional designer and producer and our script writer, selected the following topics for the ten videos.

. Reading job announcements
. Asking to change your work schedule
. Safety on the job
. Dealing with mistakes
. Reading work forms
. Asking for clarification
. Interviewing for a better job
. Responding to instructions
. Asking for elaboration
. Small talk

Creating these programs involved multiple steps and complex coordination by REEP staff, including:

* surveying business and educators to determine topics, correct language, authentic language, realistic scenarios and work content, appropriate costumes, and relevant problems;
* involving technical crews to handle video and sound;
* drafting scripts with several review points involving many people representing various perspectives;
* practicing and editing the scripts;
* recruiting, auditioning, and selecting actors;
* requesting and providing costumes, props, and refreshments for actors;
* preparing "the shot list";
* scheduling filming locations and all the actors needed for the shoot;
* shooting the script;
* editing the videotape;
* recording voiceovers, creating screen text, and sweetening sound;
* completing post-production work;
* designing and creating the written study materials;

* selecting graphics from video to enhance study materials.

A pilot episode, "Small Talk", was shot in April and later reviewed by teachers, students, and business partners from pedagogical and authenticity points of view. Filming began in March, 1992 and the pilot version was ready in the Fall. The rest of the videotapes were shot in May and June. Filming sites included the Wilson Adult Center, the Arlington Public Schools Telecommunications Studio, and the following businesses. Four additional businesses were involved by providing uniforms, props and advice. Participating businesses were:

Properties and Hospitality

Embassy Suites Crystal City, Arlington, VA
Ramada Renaissance Hotel, Arlington, VA
Northern Virginia Doctor's Hospital, Arlington, VA
Stouffer Concourse Hotel, Arlington, VA
7-Eleven Stores, Capitol Division
Hyatt Regency Crystal City, VA
Best Western Arlington Inn & Tower, Arlington, VA

Costumes and Assistance

Goodwin House West, Falls Church, VA
Arlington Hospital, Arlington, VA
Alexandria Hospital, Alexandria, VA
Camelot Hall, Arlington, VA

There were five lead and twenty subordinate actors. They represented the diversity of the workforce: North Americans, Central and South Americans, Africans, Middle Easterners, and Asians.

After filming, post-production work included selecting shots to be put together, adding sound effects and "sweetening" the sound, developing graphics, recording voice-overs, and other visual effects to illustrate the practice exercises and final editing.

Practice exercises are presented on each video program to provide the viewer with the opportunity to practice the language points of each lesson. Additional exercises further clarify the main points of the video episodes and provide both text-based and real-life (contact) exercises. They are available in hard copy, along with the video programs, for schools, businesses, and libraries.

The project required an additional six-month no cost extension in order for all work to be completed with new equipment that the Arlington Public Schools Television Production Department purchased. This was well worth the wait because the final product is of superior, professional quality and worthy of commercial distribution.

CAI Lessons for Workplace Teachers and Trainees and Related Instructional Strategies

REEP's commitment to the use of educational technology has been ongoing over the course of administering 3 Federal Workplace Literacy Grants. Computer assisted instruction, audio cassettes, instructional videos, and language master cards have been used to customize language learning lessons and activities with a workplace focus. These materials are used by workplace literacy learners at the Wilson Adult Learning Center, a walk-in learning center where learners work at their own pace for language and literacy development.

REEP receives several inquiries a month concerning how to set up a learning center or small computer lab from other adult education programs. There are a few questions adult educators or corporate personnel trainers charged with such a task should ask themselves:

1. Who are the majority of users for the center or lab?
2. Is it conceivable that access will be expanded to other users?
3. How will the software and other educational media be indexed to learner ability level?
4. How much money is available to set up such a lab?

The answers to these questions will guide the selection of hardware, software, and other necessary equipment. There may be other constraints which impact upon decisions. Something as simple as electrical wiring in the proposed site will impact on choices to be made. The following section explains how REEP has approached these concerns. See Attachment XXX for a complete report on the use of technology in workplace education.

Because of the substantive work accomplished in our ALC, the Adult Learning Center attracts many visitors, including researchers in the field of educational technology, university students, government representatives, and educators. Among them during these 21 months were representatives of the Academic Computing Department of the Arlington Public Schools; the American Association of Adult and Continuing Education (AAACE); Aguirre International; Davidson Software; Fund for America; The Lab School, Washington, D.C.; Leadership Washington; the Maryland Department of Education; Mobius Corporation; National Public Radio; PCC Literacy Project, California; the Seneca Indian Nation; Turnkey Educational Systems, Inc.; the U.S. Office of Technology Assessment; the U.S. Department of Education; the Virginia Adult Institute of Life-Long Learning; the Virginia Department of Adult Education; WPSX and Penn State's Institute for the Study of Adult Literacy. All workplace classes visit the Center at least once, and sometimes twice, to facilitate transition from on-site classes.

OBJECTIVE 3. Recruit 400 functionally illiterate persons employed in jobs with affiliated businesses.

Outcome: 574 employees were recruited.

Process: Recruitment was a joint effort between the business staff and REEP Workplace staff to interest employees in studying English. Activities included outreach, assessment, referral,and screening. While the business liaison and department heads usually handled the in-house marketing of the ESL classes, REEP assisted the business liaisons by providing a recruitment handbook and relating experiences from other business sites. The purpose of the handbook is to suggest multi-sensory approaches to giving information: visual, audio, and tactile. The handbook consists of hints, a sample script and overhead transparencies which help a presenter convey what workplace classes involve. It can be adapted for a variety of topics and settings outside of the workplace as well.

It was important to work with employers in the critical process of establishing an environment in which employees were encouraged to volunteer to take the class, rather than be presented with a mandate. Once a list of interested employees was generated, pre-testing was scheduled. We found that it was still difficult to guarantee that the business had discussed with employees the existence of the class, possible logistical arrangements and employee in-put. When we asked employees if they knew why they were scheduled for a pre-test session, we sometimes discovered that they were not sure why they were there. Proficiency level may have played a part as it was frequently employees with lower communication skills who could not articulate why. We could not assure that the information regarding opportunities for study would or could be done in native language if English was not comprehended by employees.

OBJECTIVE 4. Screen potential trainees to identify their eligibility, functional literacy levels, and likelihood of completing the training.

Outcome: 574 employees were recruited and screened.

Process: Screening included a brief orientation, pre-testing for language skills, completion of an intake form, production of writing and math samples, and gauging motivation.

REEP staff often met with and screened many more employees than were targeted for enrollment in the classes. We view the total recruitment/screening process as an opportunity to speak with a range of LEP employees, some of whom will not be in classes because of the ESL level targeted for the class, their schedule or for other reasons. When appropriate, we distributed an information sheet which includes phone numbers for Literacy Councils, Adult Education in their home jurisdictions, the REEP Adult Learning Center and intensive classes at REEP, and local community colleges. We encouraged employees to speak with their employers about tuition reimbursement, explaining that this is usually for college work, but need not be limited to it.

Other issues sometimes arose through which testers could share information or make referrals to additional services.

The ideal screening meeting began with the total group of recruited employees so that REEP could provide a brief orientation about the nature and benefits of the on-site class as well as class logistics, including the incentive. We also explained how this class fits into a national effort to develop our human resources and what that means at each worksite. When questions were answered and individual interview sessions began, all but the first set of interviewees would return to work and come back at designated times for the half-hour that the total interview takes.

This approach of releasing several employees, although desirable for us, was expensive and logistically difficult for the business. In addition, this schedule adjustment occurs again when we meet with supervisors whose employees will be in the class to share with them the goals of the Workplace initiative and those of the specific classes.

During individual interviews, the interviewers determined how much in-put the employees have had regarding the class and whether or not they were at the screening willingly or were sent by their supervisors or department manager. **These three issues, the initial orientation, supervisor involvement, and employee in-put are on-going goals for REEP.**

For language assessment or testing, staff used the *BEST* (Basic English Skills Test) developed by the Center for Applied Linguistics. This is an oral interview which scores fluency, control of grammar, and listening comprehension. There are several forms; we used the short form for the pre-test and the longer forms, B or D, for the post-tests. We are not totally satisfied with the *BEST* because it is a general language proficiency test which is not specific to what is taught in the workplace classes. Cost and time constraints have prevented us from creating industry specific pre and post-testing instruments. That is a goal for future grants.

After analyzing the results of the screening, options were prepared for the industry's consideration. Test scores and profiles of each student aided the businesses in deciding which group of employees would be their priority for English training. As REEP's business partners became more diverse, there was a greater need to test groups of employees with larger numbers of candidates who had higher levels of English fluency and literacy. Their job level (e.g., nurse's assistants, banquet staff, maintenance, retail, hospital workers) also demanded more language proficiency. As a result, businesses decided to provide intermediate and advanced classes for those employees as well as the popular beginning classes for less fluent staff. To assess the the higher level trainees' skills, we used a short grammar test and additional questions for the oral interview.

The individualized education plan (IEP) was initially completed during this screening phase. Since the concept was not familiar to most of our students, was time-consuming to complete and was sometimes impossible to do because of the student's lack of English

proficiency, we asked the teachers to incorporate it into classwork, either with the initial needs assessment or, if language level prevented that, toward the end of the class to stimulate continued study.

Objective 5. Select employees and provide 400 training slots for 300 individuals as follows:

- **250 enrollees in 46 on-site classes**
- **150 enrollees in the Adult Learning Center (ALC)**

Outcome: 424 slots were provided for 366 individuals enrolled in 49 classes and 272 enrolled in the Adult Learning Center. We accomplished and exceeded our goals in the two jurisdictions. In Arlington, 41 classes were scheduled; 40 completed as scheduled; one class was terminated early. In Alexandria, 9 classes were provided and completed as planned.

Process: On-site classes went extremely well. Evaluation results reveal high attendance, retention, and trainee gains. However, two situations underscore the importance of both business and educators working together to establish classes. The first relates to laying out all the parameters of the class during the recruitment and screening phases, not only at the point of selection. The loss of the one class, scheduled and in process for four weeks, was due to miscommunication within the business and to an assumption on our part that all parties at the worksite were included in the decision to have a class.

The class was scheduled for after-work hours for a majority of Food & Beverage staff which considers itself sufficiently proficient in English. The managers, however, want a "world class" hotel and felt that their employees needed more work on their language. We were caught in the middle, assuming that the human resource liaison, who had worked with us since 1989, was following the usual practice of involving managers, supervisors and employees in the decision to have a class. At the assessment sessions, where we determine employee motivation for a class and ask, "Why did you join this class?" we were hearing, "My boss sent me". Such repeated statements should have alerted us, but the employees did add that they were interested in a class. Nevertheless, attendance never stabilized. We met with the class twice to discuss the problems and called two meetings with department managers to try to re-organize the class. Finally, attitudes became so negative that we ended the class.

A second negative experience was related to the number of students in class at one time. In our experience, we have found that 8-12 is an ideal class size for our partners' businesses. One hotel released 29 employees for 3 classes during the work-day on paid release; they did not realize the impact that this would make on the work schedule. Matters were complicated by an unusually busy season and additional training demands. Consequently, the schedule of classes was frequently interrupted which resulted in a class session of six months not the usual four months, a low class retention rate of 70%, and great inconvenience for the teacher.

In the **Adult Learning Center**, a total of 272 students enrolled, 250 in Arlington and 22 in Alexandria. The students used computer-assisted instruction for an average of 23 hours per student.

Enrollment Data: REEP Federal Workplace Literacy Project					
Type of Service	No. of Contact Hours	No. of Individuals	Avg. Hours Per Individual	No. of Enrollments	Avg. Hours Per Enrollment
A. Classes only	19,636	366	54	424	46
B. classes & ALC	20,439	366	56	527	39
C. ALC only	3,894	169	23	169	23
Total B and C	24,333	535	45	696	35

OBJECTIVES 6 - 7. Provide job-related ESL in the four basic skills and math instruction.

Outcome: Two delivery systems were developed which provided 1) 49 classes on site for 23 businesses in five industries and 2) individualized computer-assisted instruction in the Adult Learning Center at the Wilson Adult Center.

Process: <u>On-Site ESL Classes</u>

There are four key areas for consideration when planning on-site classes: the preparation of curriculum, class configuration, an incentive for employees, and classroom management.

Curriculum

REEP designed several new curricula under this grant because several new industries were served. In addition to the housekeeping and food and beverage curricula for hotels, we needed curricula for learners working in custodial services, landscaping, banqueting, health care environmental services and dietary, and retail in 7-Eleven stores.

At the start of each new class, the industry specialist and/or the teacher of that class would conduct a needs assessment of the worksite that includes a site visit for observation of targeted jobs and meetings with managers, supervisors, and students themselves to determine which aspects of the curriculum were priorities for that particular site. Among the language skills, speaking and listening/understanding were the priorities in most classes, followed by reading and writing. In certain higher level classes, reading and writing were more significant

needs. Math instruction was not a major issue, although numeracy topics occurred naturally in units like work schedule, personal identification, repair and maintenance, paychecks, etc. We confirmed an employee's skills in numeracy and math and in writing in English or in native language, if unable to write in English, in the pre-class interview.

By the third week of class, the teacher had met with the three groups and synthesized their lists of needs and priorities. In this way, course content was negotiated jointly among the teacher, employees, and employers.

Class Configuration

In order to schedule a class we had to consider the following: days and dates, number of students in the class, levels of students, which student ESL levels to target, and which departments of the business to include. A typical workplace course runs for 60 hours. The two most common configurations were:

- 2 hours, twice a week, during 15 weeks; or
- 75 minutes, 4 times a week, during 12 weeks.

Most businesses selected the first format. The days were selected according to business preference and teacher availability. The hours interplayed with the incentive. If the business offered paid release, then the classes were typically 8 - 10 AM, the first two working hours in the morning, or 2 - 4, 2:30 - 4:30, etc. the last two hours in the afternoon. The paid release incentive required that students leave their job for class, thus hours were scheduled during the workday. If the business chose a bonus to be paid at completion of a class which was held before or after work hours, then the class meeting time was most likely early morning, 7 - 9 am or late afternoon, even as late as 5 - 7 pm.

There was no conclusive evidence that one schedule was more effective than another. However, the choice of hours and days did impact on hiring a teacher. When the business decided to rearrange these elements, hours of teacher recruiting had to be repeated because the teacher hired could not accommodate the new hours. Nevertheless, flexibility on the part of the educators was critical because affairs in the business were far from static and changes were legitimately requested.

After meeting with management and conducting a class needs assessment, REEP instructors were able to tailor classes to specific employer and employee needs. Since lessons focused on the English language and literacy skills necessary for effective and improved job performance, separate classes were usually held for different departments: e.g., housekeeping, food & beverage, dietary, or environmental services. This was particularly crucial for beginning students, for whom a focused curriculum was important in order for results to show on the job.

When the teacher had a strong background in ESL and a range of experience teaching many levels, we had more flexibility on combining students from two or more departments in once class. However, accommodating multiple departments in one class made an already multi-level class hard to manage, unless the common need was writing and the group was more advanced. Occasionally, wide-ranging proficiency levels forced us to include more than one department in order to have more homogeneous leveling.

It was difficult to generalize about the decision to target a particular ESL proficiency level for the class. The factors that influenced a decision about which level of class should be offered included:

- the priority preference of the business;
- the number of employees at a given level, as demonstrated in the pre-test scores and writing and math samples; consider the composite scores of the four language skills;
- the experience of the available teacher;
- the extent of ability range feasible for a teacher to handle in one group;
- the priority wishes of the business;
- the use of communication skills on the job. Were they ancillary or integral to the employee's jobs? Was oral proficiency needed more than writing or reading? Reading and writing could be handled in alternative delivery systems like computer work, whereas oral skill needed regular interaction in which to develop;
- the personality of the employees in the class;
- the employees' commitment to class parameters;
- the availability of volunteers to assist with more break-out groups.

We encouraged businesses to offer the opportunity of classes far and wide throughout the business. The best decision for targeting specific levels would be made after testing and pre-class interviews take place. Employees understood that the class must be targeted, yet going through the process would build support for additional classes on the part of those who were not selected, and a stronger commitment to attend among those who were selected.

Our goal for class size was 8 - 10, with no more than 12 and no fewer than 6 students. However, our numbers varied greatly due to employer wishes, circumstances regarding students (e.g., someone who is too low for a class but had never in 10 years studied English because of working two jobs), and placement scores. We had enrolled 14 - 17 in several classes and found that was far too unmanageable, given the multi-level nature of the class. The teacher should always be consulted in such cases. They were willing and in fact proposed the additional students but we all agreed not to do that again. One advantage to the larger numbers was that it off-set smaller classes that were held in small businesses. Nonetheless, our average on-site class size is 8.

Incentives

Offering an incentive to attend class was a significant financial commitment from the business and one which took a great deal of time for the business to decide. In three cases, the decision was changed once the class had started; this caused consternation among the students, threatened the schedule and availability of the teacher. The choice of incentive, paid release or bonus, did not seem to impact retention or attendance statistics. Paid release is certainly more stable because it allows students to attend during work. Scenarios for bonus classes, very early or late hours, were a red alert for educators to carefully monitor not only attendance, but also signs of business support: e.g., refreshments, visits to class to demonstrate interest, and praise for progress. As mentioned above, incentive and other logistical details about the schedule should be determined during the selection stage, if not the recruitment stage, so that employees have clear parameters in which to make their decision about attending class.

Excellent attendance was expected for both teachers and students and was emphasized frequently in teacher and business interactions. This emphasis, plus good instruction, resulted in an average class attendance of 86%. There were very few teacher absences and when these did occur, the absent class was made up by simply lengthening the session, not by introducing a substitute. This approach simplified coordination and deterred absences.

Classroom Management

At the beginning of each day's class session, the instructor focused the trainees' attention on the lesson components by posting an agenda with the lesson objective. Similarly, after the teacher had completed a needs assessment with the class, the chart reflecting those needs was posted daily or weekly to re-enforce the connection between what the students indicated they needed and what they were studying. These tear sheets remained in plain view throughout the session not only for trainee focus, but also for visitors to observe. Methods of instruction included the following techniques:

Information Gap activities provide an opportunity for real communication to take place.

Information Grid enables students to gather information through interviews inside or outside of the classroom.

Language Experience Approach (LEA) is a valuable technique for giving low-level learners practice in reading, self-expression and communication.

Problem Solving develops critical thinking and decision-making skills as well as communicative competence.

Total Physical Response (TPR) begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing.

By applying such approaches and techniques to the workplace classes, teachers provided the trainees with truly communicative situations for improving oral communication and literacy skills in English. These techniques helped us to address our goal of learner-centered classes that promoted critical thinking skills and teamwork approaches.

For example, students in a 7-Eleven class indicated in initial needs assessment that improving communication with customers was a priority. "Customer Complaints" was an area identified for study. The store managers, in their needs assessment session with the teacher, identified food service sanitation as a critical issue. The teacher then engaged the class in a problem solving activity about a customer complaint of food poisoning from something eaten at a fast food restaurant. The students worked together to identify possible actions the customer could take and the consequences of each, not only to the customer, but also to the fast food establishment. Working in small groups, the students came to concensus regarding a course of action that the customer should take. Follow-up discussion, initiated by the students, focused on how the employees of the restaurant could have handled the situation better. Role-plays were written and practiced. Food service procedures in their own stores were also reviewed. Processing of the activity led to a discussion about teamwork, coming to concensus and where these are required by their own jobs.

In addition to these techniques, volunteers were recruited and, by teacher request, assigned to five classes. In addition, we collaborated with the Literacy Council of Northern Virginia in our volunteer efforts with two goals: to maintain the progress achieved through the on-site classes and to help the Council fulfill its mandate of matching pairs of volunteers and learners in the community. A particular site, Goodwin West Retirement Home, had several residents interested in volunteering regularly. However, the residents were not able to commit to the Literacy Council 4-day required training at the Council location. We then tried to bring the Council representative to Goodwin and distill the training to four hours. By the time this was ready, summer vacations intervened for the residents and the match never occurred.

Adult Learning Center

The REEP program established the Adult Learning Center (ALC) during

REEP's first Workplace Grant. It was clear that many of the employees needed to continue to develop their skills beyond the 60-hour on-site class instruction. The ALC provides an alternative study opportunity through its flexible schedule and individualized computer-assisted instruction. In addition, focus groups were created to add group work (particularly practice in oral communication) to the trainee's range of choices.

Transitioning employees from the on-site business classes to the ALC has been a major goal for us. To that end, each workplace class was given a tour of the ALC so that its location and method of operation were familiar to the employees. The workplace on-site staff and the ALC staff worked together for outreach, materials adaptation from class to ALC, and for reporting progress to business management. Several workplace teachers also worked in the ALC which provided excellent carry-over and personal attention for workplace students.

OBJECTIVE 8. Provide technical assistance to other associations of other businesses and industries that may want to provide workplace literacy training.

Outcome: Additional businesses in current partner industries have either contacted us or we, them, about classes at their properties: Jefferson Hospital, Northern Virginia Doctors' Hospital, Manor Care Nursing Home; hotels and maintenance businesses under the Reinsch Cos; Howard Johnson Motel, Holiday Inns, Travelodge, Marriott Courtyards Crystal City and Rosslyn, and Marriott Key Bridge Hotel. Other industry groups also joined us in discussing partnership: minority businesses and Small Business Committee through the Arlington Chamber of Commerce, child care programs through the Northern Virginia Private School Association and the Arlington County Center Administrator Association, parking lots, and hotels in D. C. through the Hotel Association of Washington, D.C.

Process: Through partnership with the Chambers of Commerce and involvement in its activities, the Workplace Project received publicity resulting in contacts with other businesses and industries. In response to these inquiries, a project instructor taught a contract class at the Marriott Retirement Home in Fort Belvoir and REEP strengthened its business base for future interaction. Additional promotion has been provided by the BCEL NEWSLETTER through which REEP provided technical assistance to several organizations. One in particular, Meldisco, a national retail conglomerate, met with REEP staff at length about working together for workplace training and curriculum development for their stores across the country. After careful consideration and numerous additional phone calls, we decided not to pursue the project at this time but referred the

group to other ESL specialists. The REEP project director also provided technical assistance to U.S. Gypsum in Norfolk, Virginia in their consideration of their workplace literacy needs.

On three occasions in the Fall of 1992, REEP was invited to speak with professional groups about workplace literacy: The Northern Virginia Realtors, Northern Virginia Directors of Human Resources, and Capitol Division Hospital Human Resources Directors' Association. These presentations were organized around specific issues: how to address the culturally diverse workforce, how to establish ESL classes, and how to teach ESL on site using existing human resources staff.

Technical assistance occurred in another way during the last months of Grant 2 and the first months of Grant 3 that had an impact on Grant 4. The Hyatt Hotel has a corporate-wide community service program called the Hyatt Force. The General Manager approached us to consider applying the mandatory volunteer hours of its managers, 2 hours/person/year to some phase of our program. In the Fall of 1990, we began discussing a joint project with the People's Computer Corporation (PCC) which would team volunteers with tutors at the USA TODAY newspaper in Arlington. The goal of PCC was to involve newspapers in the literacy effort, our goal was to involve business in the effort, and the Hyatt's goal was to complete its volunteer service requirement. REEP staff assisted with training the volunteers and with selecting the 10 adult students to match with Hyatt's ten managers. The project operated from January to June 1991 with one pair continuing through the Fall of 1991 so that the student could pass the GED. Although the hours involved far surpassed the two hours/year (two hours a week for six months), the idea of working in pairs at the computer prepared Hyatt to become one of the sites for our Fourth grant's on-site Learning Corners. When the PCC project ended, REEP's Adult Learning Center received one of the project computers.

C. Administrative Issues

REEP accomplishments in the workplace involved the following major administrative issues.

1. Activating partner associations and affiliated business.

The model of business involvement in this third Workplace Project was implemented through the Reep Workplace Consortium, with REEP as the lead. The consortium included the partners from the Arlington and Alexandria City

Public Schools, Arlington and Alexandria Chambers of Commerce and five industry representatives of four industry Associations and Southland Corporation as outlined earlier. Other key members of the Consortium were two representatives of the earlier partners in the Hotel Industry from Arlington and from Alexandria. They provided continuity and experience from the first two workplace grants.

The Associations provided advice, publicity through their trade newsletters, and access to their member businesses. They also directly contacted member businesses and introduced the project to them. Affiliated businesses were welcome to participate in the consortium and several of them did so.

Consortium meetings were not a mere formality but actual working meetings. They were forums for sharing information, orienting new businesses that were considering joining the partnership, discussing problems and, finally, for resolving issues. During the first two Consortium planning meetings, each industry formed a Steering Committee to orient relevant businesses to the Federal Workplace Initiative, its philosophy and goals. These meetings of the Industry Steering Committees were also a mechanism to market the workplace training as well as to develop the local project's goals and procedures.

A liaison from the steering committee of each association worked with relevant department heads of their member businesses to continue the work of the steering committee by organizing services and implementing specific procedures: the needs assessment, recruitment, pre-testing, selection, and classes. There were typically two initial meetings and a later meeting halfway through the project to check progress. In other businesses, the teacher and/or coordinator maintained contact with the liaison and business staff on a one-to-one basis.

There are advantages and disadvantages to the Consortium model. Advantages of involving the Industry Associations include:

- broader exposure of the National Workplace Initiative through the Association staffs and their activities regionally and nationally
- access to business in need of considering workplace literacy services
- credibility with local businesses for the program through the support of the associations
- assistance with individual business sites in a variety of ways beyond the marketing stage
- promotion of the workplace initiative to businesses that the associations identify with workplace education needs.
- publicity industry-wide of project successes in specific businesses

Disadvantages are:

- an additional layer of people to notify and contact regarding issues is created
- a broad spectrum of stakeholders makes communication cumbersome
- issues must be sorted out to target relevant people throughout the levels of contacts
- convening everyone at one meeting is not only complex to schedule, but ineffective if enough agenda items do not directly pertain
- contact with the primary decision-maker within the business is diluted
- major efforts are needed to keep the steering committee of each industry active.

The flexibility to access businesses was very important to us and outweighed the increased burdens of communication. To counter the disadvantages described above, a lot of time was spent contacting people by phone and replicating written communication to keep various parties in touch with progress.

Another conclusion regarding the education/business partnership was that we as educators must participate more with and within the Chamber of Commerce in its own projects. It is a credible and active gathering of business people in our localities. As an involved member of the Chamber of Commerce, sharing in the Chamber's mission as well as our own project, we were able to enlist Chamber support more effectively.

2. Hiring and developing Workplace staff.

Workplace teaching requires flexible, experienced teachers with an appreciation for the business community. Flexibility is required because class arrangements are not always satisfactory or predictable. Experience is required because regardless of pre-testing and recruitment procedures, homogeneous classes are impossible. Classes typically are multi-level and multi-dimensional because of trainees' education levels in their home countries, department at work, English abilities, and expectations for their own progress. Finally, the teachers have to understand how business functions and realize that the role of educator extends to the business personnel as well as to the trainees, and the role of learner extends from the trainees to us educators. Business management may not understand how long it takes to learn English, what the intermediate steps are, and why certain techniques are effective. Educators at the workplace have an opportunity to show education at its best. Staff development time must be spent to develop this ability among the teachers so that they, in turn, spend time effectively at the business.

(See attachment - Job Task Analysis - Workplace ESL Teacher.)

To deal with some of the issues described above, REEP has implemented a full staff development plan. Under the Workplace Grant, teachers participated in two-hour monthly team meetings which were designed primarily for training, not administrative work. Through other funding sources, monthly REEP Cluster Training sessions were scheduled for all Northern Virginia teachers. REEP also had program-wide in-service sessions in which workplace teachers were involved and, of course, there was an Orientation designed specifically for the Workplace teacher.

A second approach to assist the teacher in the various workplace roles was to offer paid time for teacher interactions with the business staff. The REEP project outlined specific tasks for the teacher at the worksite. Teachers were paid for these tasks which increased the total paid hours for a workplace assignment from 60 hours for class to 94.5 hours.

Several of these tasks engaged the teacher as an intermediary with the business and involved public relations. It cannot be assumed that the teacher will understand or want this role of promotor. These interactions were explained at orientation before the classes started and discussed at monthly Team Meeting because the teacher must be prepared to fulfill this vital connection with the business. Examples of the tasks that involved the teacher with the business managers or supervisors were:

- submitting a weekly attendance sheet to supervisors, thereby continually making them aware of the class;
- writing up and attaching to that attendance sheet a summary of what is covered in the class to foster support of the employees and to encourage re-enforcement of the class content;
- confirming language needed and used with realistic scenarios from the job to involve the business in ensuring relevant class content;
- providing feedback about progress the teacher sees in the class and
- checking to see if that improvement is seen on the job; this can enlist supervisor support in continuing the class impact after the class is over and encouraging the students to try their new skills.

Of course, contact with supervisors became complicated when classes were composed of employees from multiple sites brought together at one location. In several cases, the teachers had employees in class from as many as 7 or 8 supervisors from geographically dispersed sites. This made interaction practically impossible. Still, we encouraged at least two contacts per supervisor in such

situations. These discussions should engage the business staff members in a cooperative and collaborative education effort as well as strengthen the relationships among the people involved.

3.Re-enforcement of English in the classes at hotel work sites.

In spite of the success of the classes, trainees often reverted to the use of their own language among themselves at the workplace. In addition, trainees had supervisors who spoke their own language, so the English developed in the workplace class was not always re-enforced on the work site. Trainees were encouraged to use English outside the classroom. Some strategies for accomplishing this were: 1) supervisors were given notes from the teachers which indicated which language structures, functions, or mini-dialogs the trainees were being taught, 2) supervisors were encouraged to initiate conversations which would enable the trainees to use the language in real situations, 3) teachers also made *contact assignments* for trainees which required them to go out and initiate a conversation, secure information, or solve a problem at work. Students would share the results of these actions in their next class.

4. Maintaining contact with the businesses' on-line supervisors.

This was a critical piece of the action plan to ensure successful implementation of the Workplace Project. The supervisors played a major role in the success of the English classes and the teachers were in the front-line position to keep in touch with those supervisors so that they were integrated into the effort.

The supervisors affected the class in several ways. They released the employees for the class, whether the incentive was paid release or a bonus paid at the end of the class session of 60 hours. If the employee were asked to do extra work, scheduled for a day-off on a class day, or detained for any reason after the work-day, the class was impacted by absence or tardiness. The supervisors' interest in the class helped ensure that employees knew the correct location of class that day and that they got there on time.

That interest translated into enthusiasm which heightened the students' motivation to link the class with the job. Re-enforcement of the class content involved the supervisor taking the time not only to use English, but also to use the specific language taught in a particular week and to provide time for the slower interaction necessitated by the use of English. Initially, this meant putting aside for a moment the work demands and deadlines so that the employees felt a supportive and relaxed atmosphere in which to try their new skills.

The supervisors were influential in spurring the employees on to further study of English after the on-site class finished. Those who were familiar with the ALC and other locations for study reminded their employees to use these opportunities. Some even requested financial incentives for employees going to school and re-arranged work schedules accordingly.

An additional training effort for supervisors must be made if supervisors are to be the supporters needed for long-term English language retention. The training is necessary to prepare supervisors in techniques of language adjustment and in gauging expectations for various proficiency levels. This is time consuming for both educators and businesses and therefore expensive. The American Society for Training and Development (ASTD) advocates this approach across training efforts in its 1992 ASTD TRAINERS' BOOKLET: EVALUATING THE RESULTS OF TRAINING.

5. Sustaining the education efforts of the employees.

We recommended in our project that no more than two classes be taken on the work-site by each employee. This was not because 60 hours or 120 hours would result in English fluency, but rather because learning a second language is a long-term process and hundreds of hours are needed. Until workplace education is recognized as an integral component of the business budget, we believe that few employers will sustain such an effort. Besides, the purpose of the workplace grant itself is a catalyst to that step; its goal is to demonstrate the impact training in ESL can make in the workplace so that employers will invest in such training and so that employees will continue to participate in education and skill development. Therefore, during the post-test session for each class, we completed the individual education plan and provided information on additional educational opportunities the employees might access on their own time and in whatever jurisdiction they live. As explained above, the Adult Learning Center was an excellent flexible option for all employees from businesses that have provided on-site classes; for these employees, access to the Adult Learning Center was free and many have taken advantage of this opportunity. We also prepared the employee to ask the employer about tuition reinbursement and other opportunities for training. The employer was also given information about various ESL programs in the Metro area.

There have been exceptions to this recommendation about a maximum of two classes, particularly in the case of learners illiterate in their own language. Such employees may have taken as many as three on-site classes. Several businesses recognized eventually the need to have a class specifically for basic literacy training for these employees. However, these classes were expensive for

us because there are usually only 4 - 5 employees available at any appropriate time for such a class. And the return to the business was not yet measurable. Supervisors and other business staff noticed and reported that the effect of the training was obvious, however, by the students' increased confidence and willingness to speak, read, and write.

6. Continuing classes during an economic downturn.

This grant period ran during the economic downturn that began in the late Fall of 1990 and caused many business managers to think twice about any extra expenditures. Recruitment of good employees was no longer a problem, nor was retention on the job; these were two of our employers' major motivations for providing class. More businesses used the bonus incentive, with classes before or after work, on the employees' own time.

We had to increase our marketing efforts and persist even beyond earlier efforts. It took more calls and contacts to establish classes. Since more businesses were using the bonus incentive, we asked new employers to provide a bonus "comparable to the employee's wage per hour" which totalled between $360. - $400, a higher level than the initial $250 for a bonus. The businesses that have remained in the project since 1988 had difficulty increasing the $250 bonus paid in the first two grants. For some it was half of their annual tuition reimbursement allotment and would allow two classes.

One business had to renege on its offer of an incentive to its employees, in spite of written intentions and letters explaining when the payment would occur at future dates. The refusal did not happen all at once, but rather through delays related to the fiscal year from March 20 to August 1. The employees simply were never paid for attending the class, but they are still working there.

Part III. Characteristics of Project Participants

Three hundred sixty five enrollees completed the on-site ESL courses. Fifty-nine of them started a class but did not complete it. Of these 59, 9 had begun a second class and did not complete it.

Among the completers, 87% improved in basic ESL skills. Supervisors reported that 83% of the participants showed improvement in communication on the job. Ninety percent of the completers reported self-improvement. Characteristics of trainees who completed and who did not complete follow.

Three significant factors stand out about the non-completers: their second

job, proficiency level, and incentive for taking English. First, 16 or 27% of them have second jobs, compared with 23% of the completers. And 8 of the 16 found their second job during the class sessions which caused them to drop the class. Eight others had already had their second job and tried to manage the class but finally could not do both.

Second, 51 or 86% of the non-completers scored very low on the oral proficiency test before the class. Of the completers, only 11% scored that low. Employees with so little English are the people the employers want most in the English classes. However, the next element did not support that wish.

Third, 41 or 61% of the non-completers, compared with 108 or 30% of the completers, were to receive the bonus, a financial incentive given at the end of successful completion of the class. When that type of incentive is combined with the choice to take a second job or to study English, the class will not win.

Characteristics of Workplace Literacy Trainees		
Characteristics	Completers (N=365)	Non-completers (N=59)
Race:		
Asian	50	3
Black	12	2
Hispanic	243	52
Other	15	2
Age:		
19 and under	28	8
20 - 30	132	23
31 and older	205	28
Second Job:	86	16
Education in home country:		
6 years or less	136	18
7 - 12 years	169	36
13 or more years	60	5
Pre-testing scores- BEST		
10 or less points	40	51
11 - 17	42	1
18 - 24	36	1
25 - 28	38	0
29 and greater	209	6
Sex:		
male	147	36
female	218	23
Incentive:		
Bonus	108	41
Paid Release	257	18

The reasons for not completing a class are tabulated in this chart:

Reason	Percentage (N = 59)
Quit job	10 - 17%
Fired	5 - 8%
Job-related reasons (schedule change or started second job)	16 - 27%
Health	12 - 20%
Other: returned to country (2), did not like class (1), babysitting problem (1), transportation (2), personality conflict with co-worker/classmate (2), documentation expired (1), other evening training (2)	12 - 20%
No data	4 - 8%

Part IV Dissemination Activities

Reep staff members are active in local, state, national, and international professional organizations concerning adult ESL education and literacy. Staff is always active in both obtaining and sharing information about workplace literacy instruction and instructional technologies. The outline below will highlight Committee Work; Showcasing; Conferences, Presentations, and Prepared Papers; and Awards.

Committee Work:

Reep staff participates in the following committees and task forces:

Arlington Public Schools (APS) Adult Education Subcommittee
APS Distance Learning Task Force
APS Curriculum and Testing Revision and Development
APS Advisory Committee for Bilingual Vocational Training
Arlington County LEP Task Force
DC Metro American Society for Training and Development Workplace Task Force
DC Adult Literacy Network
Northern Virginia community task forces, to address specific LEP community needs
Virginia Cluster Training Advisory Board
Virginia Association of Adult & Continuing Education (VAACE)
Membership, Business/Education, and Legislative Committees
Virginia Adult Institute for Lifelong Learning (VAILL) Advisory Board

Virginia State Committee on ABE/ESL Staff Development

WATESOL Adult Education SIG (special interest group) and various committees

Washington Area Regional Literacy Project (RLP) Advisory Committee

Showcasing:

In response to numerous requests to visit REEP classes and the Adult Learning Center, REEP now hosts one visitors' day per month for REEP teacher applicants, volunteers, and interested community residents. On these tours, visitors are given an overview of the program and its various components; then they visit ESL classes and tour the Learning Center.

The ALC itself attracted many visitors, including researchers in the field of educational technology, university students who later became interns or volunteers, government representatives, and educators. Among them during this grant period were the Academic Computing Department of the Arlington Public Schools; Fund for America; Forrest Chisman from Southport Institute; Turnkey Educational Systems, Inc.; U.S. Office of Technology Assessment; U.S. Department of Education for a photo appointment; the Virginia Department of Adult Education; Marty Lane, PCC Literacy Project, California; Maryland Department of Education; representatives from the Seneca Indian Nation; and Leadership Washington.

The Turnkey Educational Systems visit resulted in Turnkey selecting the ALC as one of four sites to participate in a national research and development project to determine the effectiveness of using assistive technology for limited English speakers with learning disabilities.

Other visitors to REEP included staff from businesses and Chambers of Commerce, community-based organizations, county agencies like the Extension Services and Parks & Recreation, other Metro area ESL professionals, 30 Soviet Language Specialists, and Marian Banfield of the US Department of Education. REEP hosted an informal forum of DC Metro area educators involved in workplace education which brought together various administrators and staff from Northern Virginia and Montgomery County Community Colleges, the SED Center,. Local 32 Union, and adult education ESL teachers from Arlington, Alexandria, and Fairfax Counties.

In addition, REEP has been featured in various promotional materials and videos for the Department of Education; the Center for Applied Linguistics' video series: *Sharing What Works: Adult ESL and Literacy Education*; a USIA video regarding workplace initiatives in the US; WPSX/WQED with the Penn State Adult Literacy Institute for a teacher training project: *New Strategies for Literacy and Lifelong Learning*; interviews with Steve Twomey of the WASHINGTON POST; and Maeve McGorn of National Public Radio.

REEP is a member of the Chamber of Commerce through which we attend

legislative meetings, the annual Business Expo, and activities of the Public/Private Partnerships. All of these are occasions to promote the workplace initiative and the project services.

Conferences, Presentations and Prepared Papers:

REEP staff attended a broad range of conferences and trainings to maintain professional expertise and to network with others in the field; these included Georgetown University's Roundtable on Languages and Linguistics; National Adult and Continuing Education Forum; National Conference on Family Literacy; Learning Disabilities Workshop at American University; Virginia Region 5 Literacy Conference; Teacher-Researcher Conference; and the US Basics Conference. We also attended a special lecture by Paolo Freire, sponsored at the International Monetary Fund.

The Director of REEP was also given a unique opportunity to attend and participate in two exciting and important invitational conferences:
- Pelavin Associates Design Conference for Program Effectiveness Studies in Adult Education
- United Nations International Conference on Illiteracy

In addition, REEP staff members have made presentations, conducted workshops and multi-day trainings, and participated on panels. Topics included workplace litracy, use of educational technology, staff development, cross-cultural training, and ESL. Some examples follow.

ETI Teacher Training Modules:
"Computer-assisted instruction", designed at REEP by Inaam Mansoor and Kenwyn Schaffner, is another teacher training module which has been used for trainings in-house, for Virginia Cluster trainings, ABE/ESL teachers, James Madison University Workplace teachers, and COMSIS Mid-Atlantic Resource Center.

Four additional computer-assisted instruction modules are being developed in FY93 by Susan Huss-Lederman and Dorothy McDonough: "Using Word Processing to Improve Writing Skills", "Make and Take: Using Teacher Software Tools", "Reading Software for ESL Students Including the Learning Disabled", and "Contextualizing CAI to Meet Program Needs: Workplace and Vocational ESL".

Susan Huss-Lederman and Jennifer Smith Slater contributed articles about using learning technologies with adult ESL learners to the *Eric Digest.*

Conferences:

AAACE '92, Anaheim, California

Roundtable on Staff Development for Workplace Literacy Instructors
Inaam Mansoor

TESOL '91, New York City, 3/24 -28/91

Content Based Instruction: Workplace Literacy Projects
Inaam Mansoor, Nancy Smith Brooks, Linda Mrowicki, Heide Spruck Wrigley, Nick Kremer
Designing Staff Development: Systems, Processes, and Products
Carol Van Duzer
Getting It From the Students: Classroom Needs Assessments Techniques
Suzanne Grant and Cathy Shank

TESOL '92, Vancouver, B.C. 3/3 - 7/92

Software Under $100: Demonstration of Instructional Strategies to Use Databases and Wordprocessors to Increase Communication Skills.
Carol Van Duzer and Kenwyn Schaffner
Oral Checkups: What Have Your Students Learned?
Cathy Shank
Content-Based and Worker-Centered Instruction: Workplace Literacy Projects.
Inaam Mansoor (Panelist)
Everything You Always Wanted to Know about Workforce English Training.
Kenwyn Schaffner (Panelist)

VAACE '91, Charlottesville, VA 4/91

Process Writing
Donna Moss
Look Where We're Teaching Now
Elaine G. Squeri
Teachers Training Teachers
Inaam Mansoor and Molly Kirby

VAACE '92,

Staff Development Designs
Inaam Mansoor and Molly Kirby

VAILL '91, Marymount University, 8/7 - 8/91

Administrators' Strand
Inaam Mansoor and Elaine Baush
Student-Generated Texts Using Word Processors and Data Bases
Kenwyn Schaffner and Carol Van Duzer
Process Writing
Jane Blacka and Donna Moss

Language Experience Approach
Susan Huss
Learner Strategies in the ESL Classroom
Dr. Joan Rubin

VAILL '92, Marymount University, 8/5 - 7/92
Administrators' Strand
Inaam Mansoor and Elaine Baush
Assessing Students' Needs
Suzanne Grant and Cathy Shank
Integrating Employment Skills
Lynda Terrill
ESL Proficiency Assessment
Cathy Shank
Learner Strategies in the ESL Classroom
Dr. Joan Rubin
Literacy
Carol Van Duzer
Family Literacy
Susan Otero (Panelist)
What Works
Donna Moss and Melissa Hess

WORKPLACE LITERACY CONFERENCE, Tennessee, 9/16 - 18/92
Workplace Education for Service Industries
Elaine G. Squeri

Dr. Joan Rubin, traveling under the auspices of the US Information Agency, gave the keynote speech to the full session of the Italian Chapter of TESOL in Italy in October 1991. She also lectured ESL teachers in Florence and in Trieste on learning strategies and the use of video in language instruction. In the Fall of 1992, Dr. Rubin was a guest of the University of Sidney in Australia to do an extensive training on learning strategies and she was invited again to Italy for additional presentations and interactions with teachers of English. In addition, she was interviewed by the George Washington University education television channel regarding *Education, Language, and Literacy.*

Awards and Recognition:

The zenith of awards made to REEP was the U.S. Department of Education's Secretary Award on November 23, 1992 in which REEP was recognized as the Outstanding Adult Education and Literacy Program in our region of the United States. Assistant Secretary of Education for Vocational and Adult Programs, Betsy Brand, made the award at a reception attended by numerous guests including Virginia Secretary of Education, James Dyke.

REEP was selected as one of nine ESL literacy programs with effective and innovative practices to be studied and visited by researchers from the National

English Demonstration Program for Adults of Limited English Proficiency. Under a grant from the US Department of Education, these researchers worked through Aquirre International to conduct the, study the results of which were published in a 1992 handbook.

Inaam Mansoor was honored as the Outstanding Adult Educator of the Year 1991 at the April 19, 1991 Conference of the Virginia Association of Adult and Continuing Education.

Part V: Evaluation Activities

This project uses a combination of formative and summative evaluation methods and addresses four basic aspects about program operations which match the U.S. DOE requirements (34 CFR 75.590) for grantees: We determine the following:

1) Did we address the goals of the National Workplace Literacy Partnership Grant Program?

2) Did we follow the program design and planned operations as set forth in the funding proposal?

3) Were we effective in moving toward achievement of the objectives set forth in the funding proposal?

4) Were we effective in addressing the needs of the partners in the project?

The formative evaluations were accomplished by internal staff meetings attended by the project advisory committee. We conducted five such meetings. At each meeting, the project's progress in meeting its objectives to that date were presented. Areas where we had problems were presented to the committee and discussed for consideration of possible remedies.

In planning our evaluation activities, the director, coordinator and staff developer worked with project staff to conceptualize an appropriate evaluation framework. Staff was asked to consider the following questions: Who needs to know what? When do they need to know it? What data collection instruments are needed? The following is an example of our framework:

EVALUATION FRAMEWORK

WHO NEEDS TO KNOW?	WHAT	INSTRUMENT	WHEN
Learners	* Program Goals	* Outreach materials	Before Instr
	* Proficiency levels	* Pre test data	Before
	* Progress	* Progress reports * Self evaluation	During
	* Skill Achievement	* Progress report * Self evaluation	After
	* Learner Goal achiev.	* IEP	After
Teachers	* Program Goals	* Orientation materials	Before
	* Employer Goals	* Superv. priority for competencies * Informal conferences	Before During
	* Employee Goals	* IEP	Before & During
	* Learner Pre-tests	* Best Test or appropriate pre-test	Before
	* Learner Progress	* Progress Reports * Supervisor Ratings * Post tests	During & After After
Employers	* Program Goals	* Orientation materials	Before
	* Contextualized curric	* Course outline	Before & During
	* Impact on workplace	* Supervisor ratings, overall class statistics for retention, attendance, progress	After
Other stakeholders: administrators, FEDS, project partners, external evaluator, the public	* Program goals	* Proposal	Before
	* Impact on employees	* Statistical data on progress	During & After
	* Impact on workplace	* Data from supervisors	Before, during & after

To assess learner progress and program impact we used a variety of assessment techniques. Standardized tests (BEST Test) were used for pre and post test measurement 87% of the students increased their scores.

Alternative assessments are also used:

> Progress Reports (Competency checklists) were completed for each class. Teachers assessed each student according to ability to perform the competency and they rated the language used as well as their basic skills in each competency area. Workplace students successfully completed between 82% and 97% of the competencies covered in a given workplace class.
>
> Self Evaluation forms were used by students to measure changes in their beliefs about their ability to communicate on the job. Ninety percent rated themselves as having improved.
>
> Supervisors' rating forms were used to determine project impact in the workplace with regards to productivity, self-esteem, communication, safety and attendance at work. Eighty-three percent of the students showed improvement in these areas.

Finally, data was collected and aggregated to determine overall project success. This data consisted of: attendance records, retention in class, supervisor ratings and overall indicators of progress as measured by completion of competencies. An analysis of this data indicates that program practices that were applied with the hotel industry were equally successful with the four new industries that this project served.

The following chart illustrates this success:

Industry	Retention	Attendance	Supervisor Ratings	Progress
Office & apartment management contractors	94%	84%	63%	89%
Nursing Homes	77%	86%	84%	82%
Hospitals	100%	94%	93%	88%
Hotels	86%	86%	81%	87%
Southland 7-Eleven	89%	88%	74%	88%

Our original external evaluator, Dr. Morris Peterson, had to terminate his contract with the REEP Workplace Project due to other work constraints. He had conducted evaluation visits on June 6, 1991; August 7, 1991; and January 23, 1992 and reported that all work was proceeding as scheduled.

Heide Spruck Wrigley is our new evaluator. She visited from December 2 - 8, 1992. Two outstanding issues of discussion during this evaluation session were about tightening the assessment procedures to include the immediate supervisors and piloting various teaching or evaluation ideas in one or two classes rather than throughout the whole project.

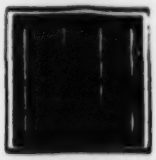
Part VI: Changes in Key Personnel

In August 1992, REEP was awarded a fourth Department of Education Workplace Literacy Grant through which we will add another component to the delivery system of English training: stand-alone computer instruction to selected businesses. The Workplace Coordinator, Elaine G. Squeri, was assigned to the new grant. She was replaced in Grant 2 by two current staff members who had been working closely with her on the project as industry specialists for three of the new industries. The staff members are Carol Van Duzer and Sharon McKay. In addition, our external evaluator, Dr. Morris Peterson, was unable to continue in this capacity and was replaced by Heide Spruck Wrigley. The director, Inaam Mansoor, remained in charge of this grant and provided the necessary linkage and coordination between the two grants and staffs. These key personnel changes were reported to the grants office and were approved in advance.

Part VII: Appendices

Appendices follow this section.

Appendix A
Workplace Literacy Project Business Contacts



ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

BUSINESSES PARTICIPATING IN THE REEP WORKPLACE PROJECTS

Chambers of Commerce:
* Arlington - Richard Doud 525-2400
* Alexandria- Yvonne Croft 549-1000

Apartment and Office Building Association (AOBA) Ann Marie Centrella 202- 296-3390

* The Charles E. Smith Cos 532-4232
Maureen Caughran, HR
* The Mark Winkler Co. 998-0400
Wanda Kwok, HR
* Gates and Hudson Mngmnt. Co. 876-9590
Jackie Van Cleve, HR

Northern Virginia Health Care Association
Gary Selmeczi 820-1488

* Woodbine Center 836-8838
Dick Heimendinger, HR
* Goodwin West 820-1488
Fran Casey, HR
* Camelot Hall Nursing Home 243-7640
Terri Hamilton, HR

Northern Virginia Hotel & Motel Association
Bob Ramsey 804- 276-8614

Voluntary Hospital Association
Ann Poolos 549-3031

* Alexandria Hospital 379-3362
Marilyn Figlar, HR
* Arlington Hospital 558-6572
Mike Malone, HR

Southland Corporation:
* 7/11 Stores of Northern Virginia 642-0711
Karla Leavelle, HR

Alexandria Hotels:

* **Guest Quarters** 370-9600
Ken Weil, GM

* **Old Colony Inn** 548-6300
Karen Wall, GM

* **Ramada Hotel** 683-6000
Hans Weisstanner, GM

* **Embassy Suites** 684-5900
Debra Schwarz, GM

Arlington Hotels:

* **Best Western Arlington** 979-4400
Tim Sullivan, GM

* **Courtyard Marriott (Rosslyn)** 528-2222
Harold Barfield, GM

* **Crystal City Marriott** 413-5500
John Marriott III, GM

* **Days Hotel** 920-8600
Peggy McNulty, GM

* **Days Hotel Arlington Bd.** 525-0300
Osman Moreno, GM

* **Embassy Suites** 979-9799
Yvonne Jeziorski, GM

* **Gateway Marriott** 920-3230
Al Bonney, GM

* **Holiday Inn Ballston** 243-9800
Mike Barber, GM

* **Doubletree Hotel** 892-4100
Blaine Wilkinson, GM

* **Hyatt Arlington** 525-1234
Jim Deuel, GM

* **Hyatt Regency** 418-1234
Roland Baumann, GM

* **Key Bridge Marriott** 524-6400
George Cook, GM

* **Quality Hotel** 524-4000
Tim Coglan, GM

* **Ramada (Ballston)** 528-6000
Erich Zuri, GM

* **Ritz Carlton** 415-5000
Paul Westbrook, GM

* **Stouffer Concourse** 418-6800
Richard Hulse, GM

WILSON SCHOOL 1601 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209-2519 — phone: (703) 358-4200 FAX: (703) 522-2974

Appendix B
Media Articles

Arlington Hospital teaches employees English

Now's the time for many graduation celebrations, but 20 students in Arlington have reason to be doubly proud.

Although they didn't attend classes on a daily basis, they have a constant reminder of their hard work and accomplishment.

The 20 students are employed by Arlington Hospital, and they recently completed the hospital's first English as a Second Language (ESL) program.

"Arlington Hospital is proud of these employees who have gone the extra mile in order to improve their English," says Mike Malone, vice president of the hospital's human-resources department.

The program was a joint venture between the hospital and the County's Education and Employment Program.

Targeting two departments that have predominantly non-English-speaking staff — environmental and nutrition services — the hospital's ESL classes focused on helping employees learn and practice common English phrases used on the job.

The classes were provided free with the understanding that employees would attend the twice-weekly classes after normal working hours for the full 15 weeks of the program.

Prior to implementing the ESL program, an industrial specialist from the Education and Employment Program worked with department supervisors to tailor a curriculum to the employees' needs. Emphasis was placed on communicating with patients, supervisors, co-workers, nurses, and medical staff, as well as tasks and competencies such as reading work schedules, discussing performance appraisals, and reporting and preventing accidents and emergencies.

"This ESL graduation marks an important step for these individuals and for Arlington Hospital," Malone says. "Better communication translates into better care for our patients."

Employees graduating with ESL certification are: Ruth Bustamente, Blanca Canales, Ramon Cruz, Margarita Escobar, Ezghaharia Evonitz, Ana Flores, Jose Flores, Nixon Galeas, Maria Gonzales, Sondra Gonzales, Iyasu Haile, Silvia Hernandez, Nidia Marchante, Juan Miranda, Maria Elene Molina, Loan T. Nguyen, Natividad Sanchez, Jose Solano, Rosa Umana, and Luz Vega.

—Rose S. Szwed

ARLINGTONIAN

VOLUME XXXIV JUNE 1992 NUMBER 6

REEP Continues to Offer Opportunities for Businesses and Employees

By Elaine G. Squeri
REEP/Arlington Public Schools

Twelve businesses in Arlington and Alexandria are participating in the English-as-a-Second Language classes designed and presented by the Arlington Education & Employment Program (REEP) of the Arlington Public Schools. Through an innovative workplace partnership—which includes the Arlington Chamber—grant funds were awarded by the U.S. Department of Education. Twenty-eight businesses have held classes on site, and over 700 employees have had their English skills upgraded. There is no cost for these classes except for a cash incentive to the employee.

REEP conducts a language analysis of the worksite and then creates curricula for the departments involved. These curricula are further tailored to individual business sites so that the content of the classes is focused on the immediate language needs of the employees selected for the class. In addition to the employees' needs, supervisors and all levels of management are consulted on their expectations and suggestions for the class. This occurs regularly throughout the class sessions, as often as the business wishes. At the end of the classes, these same supervisors are asked to evaluate the students' performance in English on the job. Several other indicators of progress are also used and discussed with all involved.

REEP and the Arlington Chamber Hotel Committee have worked together since the first federal workplace grant was awarded in October 1988. The project is now in its third phase, including hospitals, nursing/retirement homes, convenience stores, building management companies, and, of course, hotels. For further information, please contact **Elaine G. Squeri**, 703/358-4200. ■

Coming soon in
EXPERT ADVICE:
Bob Becker, President of Professional Travel Corporation will answer questions of general interest about the travel industry.
FAX your questions to EXPERT ADVICE: 703/522-5273.

BEST COPY AVAILABLE

CAPITOL'S LITERACY CLASSES EMPOWER NEW AMERICANS

Margaret Chabris
7-Eleven PR Manager

Azeem Iqbal arrived in the United States from Pakistan less than a year ago, bringing with him a big desire to succeed but few English skills.

He joined the staff of an Arlington, Va., 7-Eleven store — a position that he believes is the beginning of a bright future for him thanks to a pilot program offered by the Capitol Division.

The program is a "Workplace Literacy Skills" course taught by the Wilson School through the Arlington Education and Employment Program. The course is funded by a Department of Labor grant for workforce literacy programs.

"I studied English while I was in Pakistan," said Iqbal, "but before this class, I couldn't speak the language well."

Now he can hardly contain his enthusiasm for the classes and the opportunities available to him.

Iqbal and six others diligently attended the workplace literacy classes twice a week for 15 weeks. The 60 hours of instruction were dedicated to improving their ability to communicate with customers, co-workers, managers and suppliers while working at a 7-Eleven store.

"I appreciate this class because we can be better employees and take care of our customers," said Iqbal. "I want to be a store manager and then become a field consultant."

Fellow students Vinondbhai Naik of India and Hassan Abadi of Iraq echo his sentiments. The class has given them more confidence in many areas of customer relations, such as refusing an illegal alcohol sale or directing a customer to the store's frozen foods section.

Teacher Carol Van Duzer, a c-store industry specialist provided by the Arlington Education and Employment Program, first surveyed store managers and went through 7-Eleven's New Employee Training Program to learn just what communication skills are needed to be a 7-Eleven store staff member. As a result, the classes are tailored to students' individual needs.

"We then designed this class to teach new Americans to understand English as it's spoken here, to give no-fault customer service, to check in vendors, to make change, to show customers where products are, to improve their pronunciation of various convenience store items and to become comfortable with enforcing 7-Eleven's Come of Age policies," she explained.

Store managers use the course as an incentive for new employees from non-English speaking countries. After three months on the job, selected employees are sent to the classes, which are conducted in a 7-Eleven accounting office. The employees are paid while attending class.

Store managers already are seeing a benefit. Wasin Ahmed, an Arlington store manager and Iqbal's supervisor, said, "The class has given Azeem a lot of confidence. I promoted him from store clerk to sales staffer because of his improved performance. Even customers notice the improvement."

Ahmed plans to send an employee from Korea to the next class, and he encourages other store managers to take advantage of this program.

"We have a diverse workforce in our division with more than 50 countries represented in our employee population. Therefore, this is a useful program that teaches our foreign-born employees how to succeed in the store environment and helps in their personal, non-working lives, as well," said Karla Leavelle, manager, Human Resources, Capitol Division.

"This pilot program seems to be of great benefit to the students, their managers and customers," she added. "In addition, it's important to this division, which sponsors the "People Who Read Achieve" literacy campaign, to ensure that our store staffers are functionally literate."

Vinondbhai Naik of India (left) and Hassan Abadi of Iraq (right) work with instructor Carol Van Duzer to improve English pronunciation skills.

EMPLOYMENT PORTION OF A.D.A. ACT GOES INTO EFFECT JULY 26

All 7-Eleven store operators need to be aware that a second portion of the Americans with Disabilities Act, this one covering discrimination in employment practices, goes into effect July 26.

This part of the Act prohibits employment discrimination based on disability; details will be outlined in a videotape that will be produced and distributed by the Employment Practices Department within the next two months.

"Job applicants with disabilities must have the same opportunity to apply and be considered for jobs for which they are qualified on the same basis as applicants without disabilities," explained Terry McSorley, manager, Employment Practices. "We must focus on abilities, not disabilities. If a qualified applicant or employee needs reasonable accommodation to perform the essential job functions, we are required by the Act to provide that accommodation."

The "public accommodations" portion of the Act, which went into effect Jan. 26, requires owners and operators of all existing public buildings to make reasonable efforts to ensure that those structures are barrier-free.

PAYBACK CUSTOMER EARNING AWARD PLUS GOOD HEALTH

Marvin Burt
Customer Relations Department

Francis Weber, 63, loves Payback, 7-Eleven's frequent shopper program now being offered in western Florida.

Every time he visits 7-Eleven, Weber runs his card through the Payback machine, and the machine gives him points for each store visit. The points can be saved and redeemed for merchandise awards from the Payback catalog.

The Payback program also gives customers valuable coupons that can be used when purchasing store merchandise.

"Once I got a coupon for a free 12-pack of Coke with the purchase of two 12-packs," Weber said.

Weber loves the Payback program so much that he has worked his 7-Eleven visits into his doctor-required daily walk.

"Our store is only two-tenths of a mile from Francis' house," said store manager Patty Durand. "He likes to

TEXAS "REMODEL" PROJECT IMPACTS SALES, SHORTAGE

(Continued from Page 2)

With the help of staffers and maintenance personnel, Hanusch lowered and repositioned gondolas, moved some products and added others. This new layout — with the express register across from the original checkout counter — actually funnels customers past high gross-profit items such as candy.

"I learned that only 20 percent of c-store customers go by the candy aisle, but candy represents 43 percent of our gross profit dollars from the SDC," said Hanusch. "I wondered what would happen if we could generate more candy sales by changing the layout and redirecting traffic down the candy aisle."

The new open-look layout makes it convenient for customers to quickly locate items.

Meanwhile, shortage in these stores has decreased by 62 percent, and cigarette theft is down more than 55 percent. Gross profit dollars are up 10 percent, thanks in part to a change in product mix, the open, cleaner look and the virtual elimination of discounting, with the exception of an occasional beer promotion.

Customers like the new look and "feel" of the stores. Female customers say they feel safer in the stores and like the new spaciousness.

"When we first did this (the store layout change), the customers were a

Chamber Annual Report 1992

What Your Chamber Does for You

- Continues to work toward a constructive partnership with the Arlington County government.
- Continues to have representation on the Arlington Business Roundtable and other County advisory boards, commissions, and committees to establish better communications between the business community and Arlington County.
- Encourages the County government to contract with private industry to the maximum extent possible with services.
- Publishes the second annual Chamber Business Directory.
- Handles consumer complaints against member firms, coordinating efforts with the Arlington County Office of Consumer Affairs and the Better Business Bureau, where appropriate.
- Provides Certificates of Origin service for exporters who are Chamber members.
- Maintains the Chamber office as an information center for inquiries and referrals of Chamber members.
- Conducts a Police-Fire-Sheriff Valor Awards program to recognize outstanding service to the community.
- Conducts monthly "networking" opportunities for Chamber members to promote their businesses, products, services, or causes.
- Conducts periodic "Sales and Marketing Brown Bag Lunch Workshops" to inform the membership of various aspects of marketing as an important business function.
- Continues the Membership Advantage Program (MAP) which encourages members to conduct business with other members. (See page 18 for more information about MAP.)
- Continues to offer attractive health- and eye-care insurance programs to members through member organizations.
- Offers the Chamber offices for use by members when not in use for Chamber meetings and activities.

Front cover photos (clockwise from upper left): The Chamber is presented an award for helping with the "Crack Down on Drugs" campaign; Congressman Frank Wolf at a Legislative Forum; a Sales and Marketing Brown Bag Lunch Seminar; the 1991 telemarketing campaign; McLean Stevenson at the annual Fall Outing.

■ Committee of the Year

1991 Chairman Jim Cooke presents the Committee of the Year Plaque to Richard G. Hulse, Stouffer Concourse Hotel, 1991 Chairman of the Hotel Committee.

Congratulations to the Hotel Committee, chaired by Richard G. Hulse, Stouffer Concourse Hotel, which was honored as the 1991 Committee of the Year. Chamber Chairman James Cooke announced the award at the December Board of Directors meeting.

The Hotel Committee enjoyed an active year. The monthly meetings featured a variety of speakers that kept committee members up-to-date on "hot topics" in the hotel industry. The Committee offered strong, vital support of the Chamber's tax legislative initiatives. Continued involvement with the REEP workplace literacy program offered benefits to the community and the hotels. With its exemplary organizational structure and programs, it's not surprising that the Chamber's Hotel Committee has emerged as the industry's local association.

■ Sponsor of the Year

Jeff Ermi, First Virginia Bank, was named Sponsor of the Year. His contribution to the Arlington Chamber's membership efforts was notable, as he brought in 25% more new member dues than any other Chamber member. Jeff's prize, a trip for two to Cancun, Mexico, compliments of Blue Horizons Travel, and a special plaque, will be presented to him at the Annual Meeting and Dinner Dance. The Chamber thanks Jeff for his support and hard work.

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Jeff Ermi, First Virginia Bank

VHA Mid-Atlantic States, Inc. VENTURES

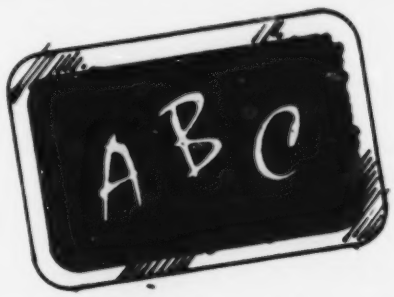
VHA-MA Joins Fight Against Workplace Illiteracy

Rapid technological development has characterized the U.S. health care industry, especially in the last 20 years. We can now create life in a laboratory and sustain life longer than we ever before imagined. Yet, in the face of all of this, our hospitals are experiencing a very basic but very serious difficulty in the workplace—the illiteracy of a large portion of the work force, particularly at the entry level. Statistics from a 1989-90 survey of Northern Virginia hospitals concerning entry level employees indicate:

- 20-25% have problems understanding rules, regulations and instructions,
- 60% have problems reading instructions, and
- 70% have problems writing English.

Worker illiteracy contributes to poor customer service and decreased worker productivity while straining already tight hospital budgets. Hospitals in Northern Virginia are particularly prone to these problems because of the large number of foreign born workers in the area.

. . . 20-25% have problems understanding rules, regulations and instructions, 60% have problems reading instructions, and 70% have problems writing English.



VHA-MA members, The Alexandria and Arlington Hospitals, are addressing the illiteracy problem through a partnership with VHA-MA and the Arlington Education and Employment Program (REEP). Coordinated through REEP, the hospitals have joined with area businesses to form a consortium to address the problem with a federal workplace grant. Under this grant, REEP works with the hospitals and other businesses to first, design a curriculum which meets the needs of the hospital workers, and then implement the program by conducting classes at the work site. The consortium is designed to permit the development and testing of a program structure which can eventually shift from dependence on REEP and federal funding to a completely hospital managed service.

Earlier the National Hospital for Orthopaedics and Rehabilitation, also of Arlington, Virginia and another VHA-MA member, implemented a literacy program under the direction of the Northern Virginia Community College. NHOR's guidance greatly contributed to the design of the programs at the Alexandria and Arlington hospitals where programs are being coordinated through the Human Resources and Organizational Development offices. Michael Malone from Arlington and Marilyn Sigler from Alexandria are supervising program efforts in their respective hospitals.

Curricula have been developed initially for the Dietary and Environmental Services departments in the hospitals. Classes are scheduled to begin for some 80 students in January and will be conducted, on site, over 60 hours between January and September, 1992.

Fighting illiteracy in the hospital workplace is a formidable task. Yet the union of business with educator has proven successful in previous efforts with Northern Virginia business organizations. It is hoped that the efforts of VHA-MA members, The Arlington Hospital, The Alexandria Hospital and The National Hospital for Orthopaedics and Rehabilitation, will continue and will be joined by others to promote a 100% literate work force.

Worker illiteracy contributes to poor customer service and decreased worker productivity while straining already tight hospital budgets.

AT ISSUE . . .

Bi-weekly Report of the Apartment & Office Building Association

Volume 1, Issue 3 ***June 7, 1991***

VIRGINIA

Federal Grant Program on ESL Training Offered to Members

The Workplace Literacy Consortium was recently awarded an 18-month grant for the purpose of fighting problems of illiteracy in the Northern Virginia workforce.

As a member of the Consortium, AOBA members are entitled to participate in the Workplace Literacy Project which provides ESL (English as a Second Language) training to limited english proficient employees in entry-level jobs. The unique approach of this program is the use of job-related english instruction, job-related math, and expected workplace behaviors as the basic content. On-site training is provided for groups of employees and individualized training is offered at learning centers.

For details on enrolling employees in the Workplace Literacy Project, please contact Ann Marie Centrella, director of public relations, at AOBA.

THURSDAY, OCTOBER 31, 1991 The Washington Post Vol. 1

THE WEEKLY

ARLINGTON/FALLS CHURCH/ALEXANDRIA

Classified & Home

Literacy Workers Lauded

■ Officials of the Arlington Education Employment Program's Workplace Literacy Project saluted its participants at a ceremony Oct. 24.

The project, begun as a partnership between the Arlington Public Schools and the Arlington Chamber of Commerce and funded by the U.S. Department of Education, is designed to increase productivity and improve work performance by providing classes in English as a second language to workers where they are employed.

Founded in 1988, the program originally involved employees of seven Arlington hotels. In 1989, the Alexandria Public Schools, Alexandria Chamber of Commerce and three Alexandria hotels joined the project.

Last year, the program expanded to include employees of local hospitals, nursing homes, convenience stores and building maintenance companies.

The ceremony last week recognized the managers at the participating hotels for their work in developing the program.

— Bobby Kaplow

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ARLINGTON COURIER

Number 43 Arlington, Virginia's Premier Weekly Newspaper October

BUSINESS & REAL ESTATE

Literacy in the workplace is focus of local program

By Sheila Hill
Staff writer

Some of the most rewarding efforts occur when innovative partnerships are formed and they succeed.

Such is the case with two important elements of the Arlington community — business and education.

And while this story is as much about education as it is about business, the focus here revolves around an innovative new program now in its third year: the Workplace Literacy Program.

Last Thursday, leaders from Arlington's business and education sectors, together with people from neighboring Alexandria, gathered at the Embassy Suites Hotel in Crystal City to celebrate the success of the program by honoring the managers of 14 area hotels, 11 of them in Arlington and three in Alexandria.

The Workplace Literacy Program, designed to increase worker productivity and improve work performance by providing English-for-Speakers-of-Other-Languages (ESOL) instruction at the worksite to foreign-born employees, is a "great program," according to Tom Parker of Arlington's Economic Development Division.

Jerry Ishmael, general manager of the Days Inn on Arlington Boulevard, said, "Half the Spanish-speaking [employees] are not even literate in their own language. It makes it difficult to teach them to read and write."

And that can be a challenge, he said.

And yet, Ishmael continued, "We have had three classes, with about 45 people [participating], over three years, and it's been a fantastic success."

It all began three years ago, when seven Arlington hotels linked up with the Chamber of Commerce to work on a project that was the brainchild of the Arlington Education and Employment Program (REEP), which is part of the Arlington public schools.

Funded by the U.S. Department of Education, the project initially attracted 300 employees in the County, who were trained to increase their English-communication skills. The program received national recognition after hotel managers reported seeing positive results at that time.

Then, in 1989, the Alexandria public schools, the Alexandria Chamber of Commerce, and three Alexandria hotels joined REEP's Workplace project, along with several more Arlington hotels.

Now the partnership has grown into a consortium of participants from Arlington and Alexandria.

Inaam Mansoor, director of REEP, said that in today's new economy, it's important for employers to invest in their employees. In this country, she said, "There is an astronomical 80 percent turnover rate which costs business $11 billion per year."

Arlingtonian Barry Stern, deputy assistant secretary for vocational and adult education for the U.S. Department of Education, addressed the gathered educators and business leaders.

"The kind of partnership you have between business, schools and industry is catching on like wildfire across the country," he said.

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Appendix C
Curricula

Newly created and submitted to clearinghouses:

* Convenience Store Curriculum

* Custodial Curriculum

Revised and submitted to clearinghouses:

* Housekeeping

* Food & Beverages

CONVENIENCE STORE WORKPLACE LITERACY CURRICULUM

CURRICULUM COORDINATOR: CAROL VAN DUZER

PROJECTOR DIRECTOR: INAAM MANSOOR

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)
ARLINGTON COUNTY PUBLIC SCHOOLS
ARLINGTON, VIRGINIA

BUILDING FACILITIES/CUSTODIAL SERVICES

ENGLISH AS A SECOND LANGUAGE

WORKPLACE LITERACY CURRICULUM

CURRICULUM TEAM: SHARON MC KAY, INSTRUCTOR
AND INDUSTRY SPECIALIST
CAROL VAN DUZER, CONSULTANT
DOROTHY MC DONOUGH, INSTRUCTOR
LYNDA TERRILL, INSTRUCTOR
BETSY BAILEY, EDITOR

COORDINATOR: ELAINE SQUERI
PROJECT DIRECTOR: INAAM MANSOOR

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)
ARLINGTON COUNTY PUBLIC SCHOOLS
ARLINGTON, VIRGINIA

Appendix D
Computer-Assisted Instruction for Workplace Literacy Participants

ADULT AND CAREER EDUCATION
ARLINGTON PUBLIC SCHOOLS

ARLINGTON
EDUCATION AND
EMPLOYMENT
PROGRAM

Computer-Assisted Instruction for Workplace Literacy Participants

Susan Huss-Lederman
Arlington Education and Employment Program

WILSON SCHOOL 1601 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209-2519 — phone: (703) 358-4200 FAX: (703) 522-2974

Computer-Assisted Instruction for Workplace Literacy Participants

Susan Huss-Lederman
Arlington Education and Employment Program

Introduction

An ongoing focus of the Federal Workplace Literacy Project, administered by the Arlington Education and Employment Program (REEP), has been the use of learning technology with a work place focus. Computer assisted instruction, audio cassettes, instructional videos and language master cards have been incorporated into curricula for a walk-in learning center, the Adult Learning Center, at Wilson School. Adult learners employed by companies participating in the project use the Adult Learning Center as a walk-in center. This report both highlights and details use of technology in such a center. A bibliography of software we have used with Workplace students, as well as a list of vendors, is included at the end of this report.

REEP receives several inquiries a month concerning how to set up a learning center or a small computer lab from other adult education programs. There are a few questions adult educators charged with such a task should ask themselves:

1. Who are the majority of users for the center or lab?
2. Is it conceivable that access will be expanded to other users?
3. How will the software and other educational media be indexed to learner ability level?
4. How much money is available to me to set up such a center or lab?

The answers to these questions will guide the selection of hardware, software, and other necessary equipment. There may be other constraints which impact upon decisions. Something as simple as electrical wiring in the proposed site will impact on choices to be made. The following section explains how REEP has approached these concerns.

Integration of Educational Media into Curricula

REEP has purchased programs to supplement the curricula used in the workplace classes, and has leveraged resources from other programs to compliment REEP's work and expand the resources available to REEP's workplace students and staff. For example:

- The REEP program acquired the CCP system through a partnership with U.S. Basics Skills Corporation. The thrust of that partnership was to develop a learning center with computer assisted instruction and other media that would assist newly legalized aliens in meeting the INS requirements for permanent residency.

- Turnkey Education Systems provided REEP with thousands of dollars worth of equipment and software and a stipend for teachers to participate in their research project to identify the effectiveness of various assistive technologies with learning disabled limited English Speaking adults.

- REEP has various other grants and contracts to provide ESL and literacy instruction and was able to interest the funding sources in purchasing time and equipment use for their target populations.

By carefully focusing the needs of all learners, and by customizing software to suit their needs, REEP has developed a center that meets the learning needs of LEP learners with differing degrees of functional literacy in English, and has been able to enhance instruction available to workplace learners.

The CCP system served as the REEP staff's introduction to setting up a technologically based language lab. With this system, REEP was able to provide computer assisted instruction with interactive audio, learning materials supported by tape recorded instructions, and speech practice through language master cards. Language master cards are cards measuring 3 by 11 inches which are lined with approximately 5 seconds worth of audiotape. The card has a picture and/or words and phrases imprinted on it. Instructors record the words or phrases using a language card reader (available through Bell and Howell). Learners listen to the words or phrases on the language card reader and then record themselves. They can play back the model recording and their own recording repeatedly on the easy-to-use, sturdy reader. To better suit the learner needs the initial CCP curricula were modified with other materials purchased by REEP.

REEP ALC staff has developed two curricula to meet the needs of literacy and advanced learners, indexing materials according to SPL levels, and according to competencies and functions necessary to improve functional literacy and to refine communication skills. The findings of the literacy audits and the resulting instructional plans are incorporated into the materials developed for the learning center. This facilitates use of the individualized instructional materials by trainees who are enrolled in the on-site courses.

REEP project staff has learned about a wide range of software easily customized to ESL and workplace literacy learners. After evaluating available software, adapting it to workplace trainee needs, and assessing its use in the ALC, REEP staff has been able to recommend software and usage strategies to colleagues throughout the nation. By using available software and either adapting it to the needs of workplace trainees, or authoring lessons and creating exercises customized to help trainees improve basic skills in the context of the workplace, the REEP program delivers rich instructional resources which will translate into success in both communicating inside and outside of the workplace. The following are examples of programs modified to suit the needs of LEP trainees:

Basic Skills:

In the 60-hour workplace course, the focus was on workplace specific language. There was minimal time to work on basic skills. In the ALC, trainees were able to work on basic skills in a relevant workplace context. ALC and workplace teachers used *Word Attack Plus*, *Read and Roll*, and *Spell It* (all Davidson & Associates software) to create lessons and drills to improve sight-word recognition, reading comprehension, and spelling skills. *GOAL* (also available through Davidson & Associates), a refined

software package which combines the attributes of the three software programs first mentioned, and has the capability to save individual student records, providing a record of individual student progress.

GOAL has recently been used to enter workplace related stories written by learners. Comprehension questions are added by instructors, and new vocabulary can be added to the word attack component of the system.

Word Processing:

ALC and workplace teachers also used *Bankstreet Writer*, a word processing package available for IBM and Apple IIe computers, to create questions and other writing prompts related to problem solving at work. Trainees studying in the ALC responded to these questions by writing their solutions. *Bankstreet Writer* also was used in conjunction with *Language Master* cards. Photographs of workplace related objects and situations were affixed to the cards. Trainees were able to feed the card through a reader and listen to the work related vocabulary, questions or comments. They then recorded themselves modeling the phrase and were able to compare their pronunciation to that on the tape. Reading exercises and cloze activities were created on *Bankstreet Writer* to supplement the information contained in the *Language Master* lessons. Currently, most learners use either *WordPerfect* or *Eye Relief!*, a large type word processing package, for writing workplace related stories and paragraphs.

Lifeskills Reading:

Two software programs in the ***Survival Skills System***, *Employment Signs* and *Safety Signs* (available through The Conover Company), teach recognition and understanding of the hundreds of signs posted around the workplace. An echo speech synthesizer, used in conjunction with an IBM computer, enabled the trainee to hear the words written on the sign. Through drills, the trainee learned to match written text with spoken word.

Workplace Specific Lessons:

English Express Language Builder (Davidson & Associates), provided to REEP through another research project, was also used in designing lessons for workplace trainees for use on an IBM personal computer. *English Express Language Builder* enabled teachers to author vocabulary building lessons based on the *Longman Photo Dictionary*. Teachers selected items to include in a unit of words to be studied. Equipped with a Sound Blaster speech card, the computer was able to read the name of a vocabulary item to the trainee as s/he looks at the visual cue and reads the word on the screen. Through decoding, word scramble and categorizing games, trainees improve their reading and spelling skills using words from the world of work.

The program has recently been given *A Day in the Life* software by the Institute for the Study of Adult Literacy at Penn State. This software requires Windows in order to be run on an IBM compatible system. It is problem solving software designed to reinforce basic skills while teaching functional skills necessary to perform certain entry level jobs. Jobs covered include: cashier, maintenance, and nursing

assistant. The software has been originally designed for native speakers. REEP is piloting it with non-native speakers in the workplace program.

Pronunciation Lessons:

Speechviewer (IBM) was another program that was acquired in July 1991 through another funding source. *Speechviewer* was originally designed to help those challenged by speech, language, and hearing disorders to improve their control of voicing, pitch, loudness, pronunciation accuracy, and speech timing. It required use of an IBM speech adapter and microphone so that the trainees can measure their performance against a programmed standard. Staff was able to correlate *Speechviewer* lessons with workplace competencies.

U.S. Basics' *CCP* authoring program was used to develop pronunciation lessons for Hispanic hotel employees. Using contrastive analysis of Spanish and English, REEP's curriculum writer created a voice interactive prototype lesson addressing their specific pronunciation problems.

Teacher Utilities:

By using teacher utilities software, such as *Crossword Magic* (L & S Computerware), teachers were able to generate crossword puzzles with workplace vocabulary.

Interactive Video Materials for Self-Access Instruction:

A four-lesson series of self contained skill modules using interactive videodisc have been developed for hotel housekeepers. The purpose of this activity was to develop a computer assisted, interactive video training series to improve workplace literacy and communication skills. To achieve this, REEP staff designed and implemented a ten step development plan for creating the series of lessons. The plan required the following:

Step 1: Establish and review options regarding sources of information, and criteria necessary to select hardware, software, and videodiscs.
Step 2: Make selection of software and hardware.
Step 3: Provide staff training on selected software authoring system.
Step 4: Review videodisc options and make selections.
Step 5: Determine instructional design and exercise types; and student levels and skills to be addressed.
Step 6: Determine screen format and colors relative to types of interactions with trainees.
Step 7: Develop and field test prototype of lesson and exercise types.
Step 8: Develop full series of lessons.
Step 9: Field test full series.
Step 10: Revise full series.

The results of this process were:

- **Hardware selection:** During autumn of 1990, videodisc project manager, Dr. Joan Rubin, assistant, Jennifer Slater, and Workplace Project Director, Inaam Mansoor, attended the SALT conference in Washington, DC. Through the conference, they were able to investigate different hardware and software requirements with industry representatives. Based on this and other fact-finding activities, the hardware purchased included:

  - Pioneer videodisc player
  - color monitor
  - touch screen
  - headphones
  - IBM PS2 65 SX
  - internal disk drive and drive adapter
  - m-motion video card
  - m-control program
  - DOS 4.0
  - ps. mouse
  - dual sync adapter
  - m-audio capture card
  - Panasonic printer

- **Authoring system selection:** After conferring with colleagues across the country, REEP staff chose *Quest* by Allen Communications for the authoring system. Program staff were trained in using *Quest*, and staff networked with Allen Communications, IBM, and Logitech to integrate digitized audio, digitized video and scanned images into REEP's program. With *Quest*, staff was able to catalog video frames and scanned images, and then match them to an inventory of audio texts. Staff consulted with REEP's hotel industry partners, workplace teachers, and housekeepers to design lessons which were supported by REEP's housekeeping curriculum. Finally, staff integrated the video and audio together to create each lesson.

- **Selection of an appropriate videodisc to repurpose:** *Repurposing* is the process of taking an existing videodisc, cataloging the frames and changing the audio component. In this case, Reep staff repurposed the *Guestroom Cleaning Disc*, produced by the Educational Institute of the American Hotel Motel Association. The disc was originally produced to teach native speakers of English, how to work as hotel housekeepers. REEP staff repurposed the hotel housekeeping videodisc with a different instructional focus: to teach LEP housekeepers the language needed to carry out the job effectively. Using this disc, staff produced a four lesson series of self contained skill modules. Each lesson combines video frames with newly scripted audio texts used by hotel housekeepers to develop better oral communication skills, both with other employees and with hotel patrons.

- **Instructional design:** The parameters for REEP's instructional design were lessons that would have the following characteristics:

  - provide multi-sensory stimuli/input and feedback
  - require participants to perform an authentic task
  - provide the opportunity to practice language in real life situations
  - contain scanned in authentic materials

- allow for *scaffolding* on students skills and learner strategies
- provide individualization
- provide immediate feedback
- provide for active learning

These characteristics were nested into lessons that taught language needed for successful communication at the workplace.

The four lessons that were created for the videodisc training course address different English proficiency levels, language skill areas, and competencies, as described in the chart below:

English Proficiency Level	Language Skill Area(s)	Competency
Beginning	Reading Speaking	Identifying furniture, bathroom fixtures, other parts of a standard hotel guest room
Low Intermediate	Listening Speaking	1. Understanding basic telephone protocols 2. Listening for important information 3. Reporting information over the phone
Intermediate	Speaking Listening	1. Appropriately requesting entrance into a guest room 2. Responding to guests' inquiries to such requests
High Intermediate	Speaking Listening	1. Requesting room keys from guests 2. Appropriately responding to guests' responses to such requests

Instructional Design of Housekeeping Interactive Videodisc

Creating the IVD lessons was an exciting challenge, as staff worked within an emerging technology. It took a substantial amount of time to identify, acquire and learn to use the technological tools needed to create the lessons, without a programmer or engineer on staff. However, the experience did place staff on the "bleeding edge of educational technology," in the words of an IBM consultant. IVD lessons will not be available for use outside REEP until an agreement is reached with the Educational Institute regarding use of their copyrighted videodisc.

Hardware and Software Considerations

Hardware

Educational software requires specific hardware in order to run. Software documentation always contains a list of necessary hardware and specifies the software format. For example, some

software is available for Apple Macs only. Other software may be available for both IBM compatibles and Apple IIe machines. The disk operating systems for Macs, Apple IIe's and IBM compatibles are different. The same software program disks cannot be used interchangeable among the different types of computers. With IBM compatibles, almost all software diskettes will be available in both 5 1/4 inch and 3 1/2 inch floppy disks. If your task is to find software to run on hardware that your program already owns, it is important that you know what you have.

Talk to the software sales representative. He or she will go over this information with you. Some programs have optional audio enhancement features, requiring a special board in the computer, such as an ani-vox, in order to work. You may be able to use the program without it, it just means that the learner will not be able to hear words being pronounced. Some programs require peripheral sound equipment to be used at all. Again, talk to the vendor about the requirements for a program, and know how powerful your computers are and how much memory they have.

Some programs are voice interactive. This means that there is a record and playback feature. This requires special peripheral hardware, too. Ask the vendor to set up a demonstration for you. If possible, invite learners to use the demo software to help you evaluate its suitability for your program.

Software

There are a number of styles of CAI available. These include:

- Drill and practice. Drill and practice software doesn't teach new skills. It tests knowledge of previously learned skills. Such software should never be used as the only or primary means of instruction of a skill.

- Tutorial. Tutorial software usually includes a diagnostic test that branches the learner to specific lessons to teach new skills. Many grammar programs operate this way.

- Simulation and Problem Solving. This software places learners into a computer-created "microworld." For example, a learner may find that he or she has a certain job, and must progress through a program making the decisions and completing the tasks that such a position requires. If learners are paired to use such a program together, natural peer tutoring and sharing of ideas can result.

- Applications. This category includes word processing and spreadsheet packages. This software is widely used in the world of work. Instructors develop lessons that require learners to use this software. An excellent resource guide, complete with tutoring ideas with this software is: Stone, Antonia. 1991. The Keystrokes Approach to Literacy. Lincolnwood, IL: National Textbook Company. Another resource book containing lesson ideas that can be adapted to workplace needs using applications software is: Hardisty, David and Scott

Windeatt. 1989. CALL. New York: Oxford University Press. (CALL stands for Computer Assisted Language Learning.)

- Teacher Tools. These programs enable teachers to create support materials to lessons easily. Such materials include: crossword puzzles, cloze exercises, word scrambles, and word searches.

There are many software packages in these categories that enable instructors to author customized lessons that meet the needs of the learners. Authoring enables instructors to enter their own data into the architecture of drill types and lessons provided in the software. This is not programming. All the instructor has to do is type in the information he or she desires the learners to use. The software takes care of the rest. This is a very attractive feature to seek in software to be used in the workplace, where specific functional contexts are important, and with ESL learners, whose functional literacy needs differ from those of native speakers of English with poorly developed first language literacy skills.

In addition to these software types, there are integrated systems available. Integrated systems are just what they sound like, complete all-encompassing software packages that have levels to correspond to the abilities of the learners. Josten's INVEST is an example of such a system. Integrated systems allow for record keeping for all learners using the system. Instructors can print out student activity records to share with the learner during learner conferences. Some integrated systems allow for the installation of supplemental programs into the system.

Conclusion

The different learning technologies covered in this report constitute exciting educational resources. Constantly developing, the field of learning technology is responsive. The businesses in this enterprise need to hear from workplace education professionals as well as learners in order to design materials that are on target with learner needs and are flexible to changes in these needs. REEP has demonstrated innovative and successful practice in the use of educational technology by the adult learners the program serves. The self-paced, individualized instruction provided by a learning center is immediately responsive to learner needs, yielding an informed and better educated community of workers.

Attachments

Part 1 - Software
Part 2 - Hardware
Part 3 - Vendors

SOFTWARE INVENTORY

CODE	NAME	PUBLISHER	FORM	DISK	CURR LEVEL
0109-SF	ALPHABETIZING I	MECC	APP	5.25	
0110-SF	ALPHABETIZING II	MECC	APP	5.25	
0821-SF	CAW: BUSINESS LETTER OF COMPLAINT	EDUC ACT	APP	5.25	
0821B-SF	CAW: BUSINESS LETTER OF COMPLAINT- DATA	EDUC ACT	APP	5.25	
0821A-SF	CAW: BUSINESS LETTER OF COMPLAINT-PROGRAM	EDUC ACT	APP	5.25	
0200-SF	CLOCKWORKS	MECC	APP	5.25	
0215A-SF	COMMUNITY SIGNS, DISK 1	CONOVER	IBM	3.5	
0215B-SF	COMMUNITY SIGNS, DISK 2	CONOVER	IBM	3.5	
0215C-SF	COMMUNITY SIGNS, DISK 3	CONOVER	IBM	3.5	
0215D-SF	COMMUNITY SIGNS, DISK 4	CONOVER	IBM	3.5	
0215E-SF	COMMUNITY SIGNS, DISK 5	CONOVER	IBM	3.5	
0215F-SF	COMMUNITY SIGNS, DISK 6	CONOVER	IBM	3.5	
0215G-SF	COMMUNITY SIGNS, DISK 7	CONOVER	IBM	3.5	
0215H-SF	COMMUNITY SIGNS, DISK 8	CONOVER	IBM	3.5	
0602-SF	DIASCRIPTIVE: ACTION WORDS	EDUC ACT	APP	5.25 ADV	B3
0604-SF	DIASCRIPTIVE: DESCRIBING WORDS	EDUC ACT	APP	5.25 ADV	
0608-SF	DIASCRIPTIVE: DIAGNOSTIC TESTS	EDUC ACT	APP	5.25	
0603-SF	DIASCRIPTIVE: NAMING WORDS	EDUC ACT	APP	5.25 ADV	
0605-SF	DIASCRIPTIVE: PRONOUNS	EDUC ACT	APP	5.25 ADV	
0607-SF	DIASCRIPTIVE: SENTENCE MECHANICS	EDUC ACT	APP	5.25 ADV	B3
0606-SF	DIASCRIPTIVE: SENTENCE SENSE	EDUC ACT	APP	5.25 ADV	
0216A-SF	EMPLOYMENT SIGNS, DISK 1	CONOVER	IBM	3.5	
0216B-SF	EMPLOYMENT SIGNS, DISK 2	CONOVER	IBM	3.5	
0216C-SF	EMPLOYMENT SIGNS, DISK 3	CONOVER	IBM	3.5	
0216D-SF	EMPLOYMENT SIGNS, DISK 4	CONOVER	IBM	3.5	
0313A-SF	ENGLISH EXPRESS: LANGUAGE BUILDER-PROGRAM DATA DIS	DAVIDSON	IBM	3.5	
0313B-SF	ENGLISH EXPRESS: LANGUAGE BUILDER-SPEECH DISK	DAVIDSON	IBM	3.5	
0825-SF	EYE RELIEF	SKISOFT	IBM	3.5	
0100-SF	FIRST LETTER FUN	MECC	APP	5.25	
0101-SF	FUN FROM A TO Z	MECC	APP	5.25 CCP	
0764A-SF	GOAL: DATA SAFTY	DAVIDSON	IBM	BOTH	
0764-SF	GOAL: EDITOR DISK	DAVIDSON	IBM	3.5	
0761A-SF	GOAL: LIFESKILLS-READING	DAVIDSON	IBM	3.5	
0761B-SF	GOAL: LIFESKILLS-VOCABULARY	DAVIDSON	IBM	3.5	
0763A-SF	GOAL: ON THE JOB-READING	DAVIDSON	IBM	3.5	
0763B-SF	GOAL: ON THE JOB-VOCABULARY	DAVIDSON	IBM	3.5	
0760A-SF	GOAL: READ TO ME-READING	DAVIDSON	IBM	3.5	
0760B-SF	GOAL: READ TO ME-VOCABULARY	DAVIDSON	IBM	3.5	
0762A-SF	GOAL: STAYING HEALTHY-READING	DAVIDSON	IBM	3.5	
0762B-SF	GOAL: STAYING HEALTHY-VOCABULARY	DAVIDSON	IBM	3.5	
6010-SF	GRAMMAR MASTERY A-1: VERBS	ALA	APP	5.25	B2
0611-SF	GRAMMAR MASTERY A-2: VERBS	ALA	APP	5.25	B2
0612-SF	GRAMMAR MASTERY A-3: VERBS	ALA	APP	5.25	B3
0613-SF	GRAMMAR MASTERY A-4: QUESTIONS	ALA	APP	5.25	B2
0614-SF	GRAMMAR MASTERY A-5	ALA	APP	5.25	B3
0615-SF	GRAMMAR MASTERY A-6: ADJ & VERBS	ALA	APP	5.25	
0620-SF	GRAMMAR MASTERY B-1: YES/NO QUESTION	ALA	APP	5.25	
0621-SF	GRAMMAR MASTERY B-2: MODAL AUXILIARIES	ALA	APP	5.25	
0622-SF	GRAMMAR MASTERY B-3: EXPRESSIONS OF QUALITY	ALA	APP	5.25	
0623-SF	GRAMMAR MASTERY B-4: PRONOUNS & REL CLAUSES	ALA	APP	5.25	

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SOFTWARE INVENTORY

CODE	NAME	PUBLISHER	FORM	DISK	CURR LEVEL
0624-SF	GRAMMAR MASTERY B-5: COMPARATIVES AND SUPERLATIVES	ALA	APP	5.25	
0625-SF	GRAMMAR MASTERY B-6: PRESENT PERFECT	ALA	APP	5.25	
0630-SF	GRAMMAR MASTERY C-1: PAST PERFECT	ALA	APP	5.25	
0631-SF	GRAMMAR MASTERY C-2: MODAL AUXILIARIES (PAST)	ALA	APP	5.25	
0632-SF	GRAMMAR MASTERY C-3: PASSIVE	ALA	APP	5.25	
0633-SF	GRAMMAR MASTERY C-4: NOUN CLAUSES & REPORTED SPEECH	ALA	APP	5.25	
0634-SF	GRAMMAR MASTERY C-5: CONDITIONAL SENTENCES	ALA	APP	5.25	
735A-SF	HOW TO READ FOR EVERYDAY LIVING 1	EDUC ACT	APP	5.25	
735B-SF	HOW TO READ FOR EVERYDAY LIVING 2	EDUC ACT	APP	5.25	
735C-SF	HOW TO READ FOR EVERYDAY LIVING 3	EDUC ACT	APP	5.25	
0820-SF	HOW TO WRITE FOR EVERYDAY	EDUC ACT	APP	5.25	
0817-SF	HOW TO WRITE FOR EVERYDAY-#1 RESUME	EDUC ACT	APP	5.25	
0818-SF	HOW TO WRITE FOR EVERYDAY-#2 LETTERS	EDUC ACT	APP	5.25	
0819-SF	HOW TO WRITE FOR EVERYDAY-#3 DRIV LICENSE	EDUC ACT	APP	5.25	
0210A-SF	INFORMATION SIGNS DISK 1	CONOVER	IBM	3.5	
0210B-SF	INFORMATION SIGNS DISK 2	CONOVER	IBM	3.5	
0210C-SF	INFORMATION SIGNS DISK 3	CONOVER	IBM	3.5	
0210D-SF	INFORMATION SIGNS DISK 4	CONOVER	IBM	3.5	
1303-SF	MATH ON THE JOB COOK	CONOVER	IBM	3.5	
1302-SF	MATH ON THE JOB PLUMBER	CONOVER	IBM	3.5	
1104-SF	MATH PRACTICE, LEVEL I	WICAT SYSTEM	IBM	3.5	
1105-SF	MATH PRACTICE, LEVEL II	WICAT SYSTEM	IBM	3.5	
1106-SF	MATH PRACTICE, LEVEL III	WICAT SYSTEM	IBM	3.5	
1107-SF	MATH PRACTICE, LEVEL IV	WICAT SYSTEM	IBM	3.5	
0914-SF	MAVIS BEACON TEACHERS TYPING	TOOLWORKS	APP	5.25	
0218A-SF	MEDICAL WORDS, DISK 1	CONOVER	IBM	3.5	
0218B-SF	MEDICAL WORDS, DISK 2	CONOVER	IBM	3.5	
0218C-SF	MEDICAL WORDS, DISK 3	CONOVER	IBM	3.5	
0218D-SF	MEDICAL WORDS, DISK 4	CONOVER	IBM	3.5	
0218E-SF	MEDICAL WORDS, DISK 5	CONOVER	IBM	3.5	
0642A-SF	MICROLADS 1 NOUN PLURAL & NOUN VERB AGREERNESS	LAUREATE	APP	5.25	
0642B-SF	MICROLADS 2 VERB FORMS	LAUREATE	APP	5.25	
0642C-SF	MICROLADS 3 PREPOSITIONS	LAUREATE	APP	5.25	
0642D-SF	MICROLADS 4 PRONOUNS	LAUREATE	APP	5.25	
0642E-SF	MICROLADS 5 NEGATIVES	LAUREATE	APP	5.25	
0642F-SF	MICROLADS 6 WH-QUESTIONS, DEITIC EXPRESSIONS	LAUREATE	APP	5.25	
0642G-SF	MICROLADS 7 PREPOSITIONS II	LAUREATE	APP	5.25	
0828B-SF	MICROSOFT WORKS-LEARNING 1,2	MICROSOFT	IBM	3.5	
0201-SF	MONEY WORKS	MECC	APP	5.25	
0754-SF	READY: BUYING FOOD	PIEDMONT	IBM	3.5	ADV
0759-SF	READY: CAR ACCIDENTS	PIEDMONT	IBM	3.5	ADV
0757-SF	READY: CREDIT	PIEDMONT	IBM	3.5	ADV
0752-SF	READY: EATING RIGHT	PIEDMONT	IBM	3.5	ADV
0756-SF	READY: GENERIC DRUGS	PIEDMONT	IBM	3.5	ADV
0750-SF	READY: HEART ATTACKS	PIEDMONT	IBM	3.5	ADV
0755-SF	READY: RENTING AN APARTMENT	PIEDMONT	IBM	3.5	ADV
0751-SF	READY: TETANUS	PIEDMONT	IBM	3.5	ADV
0753-SF	READY: USED CARS	PIEDMONT	IBM	3.5	ADV
0758-SF	READY: VOTING	PIEDMONT	IBM	3.5	ADV
0105-SF	RIGHT OF WAY	APPLE	APP		
0211A-SF	SAFETY SIGNS, DISK 1	CONOVER	IBM	3.5	

SOFTWARE INVENTORY

CODE	NAME	PUBLISHER	FORM	DISK	CURR LEVEL
0211B-SF	SAFETY SIGNS, DISK 2	CONOVER	IBM	3.5	
0211C-SF	SAFETY SIGNS, DISK 3	CONOVER	IBM	3.5	
0211D-SF	SAFETY SIGNS, DISK 4	CONOVER	IBM	3.5	
0617-SF	SELF LESSON 1	ALA	APP	5.25	
0618-SF	SELF LESSON 2	ALA	APP	5.25	
0619-SF	SELF LESSON 3	ALA	APP	5.25	
0616-SF	SELF PROGRAM DISK	ALA	APP	5.25	
0803A-SF	SPELL IT	DAVIDSON	APP	5.25	
0803B-SF	SPELL IT PLUS-PROGRAM AND DATA	DAVIDSON	IBM	3.5	
0213A-SF	SURVIVAL SIGNS, DISK 1	CONOVER	IBM	3.5	
0213B-SF	SURVIVAL SIGNS, DISK 2	CONOVER	IBM	3.5	
0213C-SF	SURVIVAL SIGNS, DISK 3	CONOVER	IBM	3.5	
0213D-SF	SURVIVAL SIGNS, DISK 4	CONOVER	IBM	3.5	
0212A-SF	SURVIVAL SKILLS SAMPLER, DISK 1	CONOVER	IBM	3.5	
0214A-SF	SURVIVAL SKILLS SAMPLER, DISK 1	CONOVER	IBM	3.5	
0214B-SF	SURVIVAL SKILLS SAMPLER, DISK 2	CONOVER	IBM	3.5	
0214C-SF	SURVIVAL SKILLS SAMPLER, DISK 3	CONOVER	IBM	3.5	
0214D-SF	SURVIVAL SKILLS SAMPLER, DISK 4	CONOVER	IBM	3.5	
0214E-SF	SURVIVAL SKILLS SAMPLER, DISK 5	CONOVER	IBM	3.5	
0214F-SF	SURVIVAL SKILLS SAMPLER, DISK 6	CONOVER	IBM	3.5	
0306-SF	SURVIVAL WORDPLAY	J WESTON W	APP	5.25	
0212B-SF	SURVIVAL WORDS, DISK 1	CONOVER	IBM	3.5	
0212C-SF	SURVIVAL WORDS, DISK 2	CONOVER	IBM	3.5	
0212D-SF	SURVIVAL WORDS, DISK 3	CONOVER	IBM	3.5	
0913-SF	TOUCH TYPING FOR BEGINNERS	TOOLWORKS	APP	5.25	
0217A-SF	TRANSPORTATION SIGNS, DISK 1	CONOVER	IBM	3.5	
0217B-SF	TRANSPORTATION SIGNS, DISK 2	CONOVER	IBM	3.5	
0217C-SF	TRANSPORTATION SIGNS, DISK 3	CONOVER	IBM	3.5	
0217D-SF	TRANSPORTATION SIGNS, DISK 4	CONOVER	IBM	3.5	
0217E-SF	TRANSPORTATION SIGNS, DISK 5	CONOVER	IBM	3.5	
0217F-SF	TRANSPORTATION SIGNS, DISK 6	CONOVER	IBM	3.5	
0217G-SF	TRANSPORTATION SIGNS, DISK 7	CONOVER	IBM	3.5	
0217H-SF	TRANSPORTATION SIGNS, DISK 8	CONOVER	IBM	3.5	
0826-SF	WORDPERFECT 5.1	WORD PERFECT	IBM	3.5	
0302-SF	WORDS AT WORK: COMPOUND IT!	MECC	APP	5.25	ADV
0601-SF	WORDS AT WORK: CONTRACTION ACTION	MECC	APP	5.25	ADV B1
0303-SF	WORDS AT WORK: PREFIX POWER	MECC	APP	5.25	ADV A
0304-SF	WORDS AT WORK: SUFFIX SENSE	MECC	APP	5.25	ADV A
0300-SF	WORK ATTACK PLUS	DAVIDSON	APP	5.25	

ITEM DESCRIPTION		EQUIPMENT	QUANTITY	SERIAL NUMBER
Mitsubishi monitor	IVD Project	monitor	1	AUM-1381A121004
IBM PC/2 - model 65SX	IDV Project	computer	1	23-4517799
Panasonic printer - model KX P1624	IVD Project	printer	1	OKAMTJF19232
Realistic Amplified Speaker - model 32-1100A	IVD Project	speaker	1	0070658AO
Pioneer Laserdisc	IVD Project	laserdisc player	1	KJ 3906266
Realistic Stereo Mixer	IVD Project	mixer	1	33-1073A
Realistic Microphone	IVD Project	microphone	1	not available
IBM Mouse - model 6450350	IVD Project	mouse	1	P-P 23-13604
Intelitouch Switch SC2 box	IVD Project	switchbox	1	002852-131
AC adaptor - cat.no. 273-1454A	IVD Project	adaptor	1	not available
Safe-Strip power strip	IVD Project	power strip	1	9002004609PGC
IBM Keyboard - model M	IVD Project	keyboard	1	6129118
Sony Trinitron TV	REEP/Lib	TV	1	539953
Macintosh Plus	REEP/Lib	computer	1	BCG9GRM0001A
Apple Keyboard	REEP/Lib	keyboard	1	G628M0110A2343
Mac Mouse	REEP/Lib	mouse	1	G619M010006385
External Mac Hard Disk 20	REEP/Lib	hard drive	1	BCG96RM0135
IBM Keyboard model M	REEP/Lib	keyboard	1	69099
IBM Enhanced Color Display	REEP/Lib	monitor	1	0222577
IBM XT Computer with Antivox Soundboard	REEP/Lib	computer	1	AN09SA5160
Panasonic 24 pin printer	REEP/Lib	printer	1	0XMAQQ86064
Pioneer Disc Player	REEP/Lib	laser disc player	1	3934789
Pioneer video cassette recorder	REEP/Lib	VHS VCR	1	E7SA28212
DEC 212 LP computer	REEP/Lib	computer	1	TC00036308
DEC Monitor	REEP/Lib	monitor	1	TC0143370
DEC Keyboard	REEP/Lib	keyboard	1	TC00039020
DEC Mouse	REEP/Lib	mouse	1	377263
LS Viewer 4800	Office safe	LCD	1	7A0644
WS #15 - Compudyne	ALC	monitor	1	910740234
WS #15 - Compudyne 386	ALC	computer	1	1275QA16632
WS #15 - IBM Keyboard	ALC	keyboard	1	2781090
WS #15 - Microsoft Mouse	ALC	mouse	1	3376353
Epson LX-800 Printer	ALC	printer	1	0011246046
WS #13 - Technology VGA monitor	ALC	monitor	1	00602289
WS #13 - Compudyne 286-Echo board/speaker	ALC	computer	1	6CH667776

WS #13 - HI Tec Keyboard	ALC	keyboard	1	0958B021
WS #2 - Apple IIE	ALC	monitor	1	0157006
WS #2 - Apple IIE computer	ALC	computer	1	SA2S2E907QUPA2S2128
WS #2 - Apple 5.25 disk drive	ALC	disk drive	1	KHP0984
WS #2 - Apple 5.25 disk drive	ALC	disk drive	1	KHP0981
WS #14 - IBM PS/2 - model 50	ALC	computer	1	728033703
WS #14 - Compudyne monitor	ALC	monitor	1	910741268
WS #14 - Omni Keyboard 102	ALC	keyboard	1	008066-891107
WS #14 - IBM Mouse	ALC	mouse	1	721302152
NEC Intersect CD-ROM reader	ALC	CD-ROM reader	1	A3D9MDNCD72
WS #16 - Compudyne 14/640 monitor	ALC	monitor	1	910740282
WS #16 - Compudyne 12/286 computer with Echo board/speaker	ALC	computer	1	GCH668100
WS #16 - Monterey International Keyboard	ALC	keyboard	1	KB20365116
Epson LX-800 printer	ALC	printer	1	0011246032
WS #12 - IBM PS/2	ALC	computer	1	30286
WS #12 - IBM PS/2 Color Display Monitor	ALC	monitor	1	8512001
WS #12 - IBM Keyboard	ALC	keyboard	1	4478106
WS #12 - IBM PS/2 Speech Adapter	ALC	speech card	1	ECA90632
WS #12 - Audio Technica Speaker w/ Amplifier	ALC	speaker	1	
WS #1 - Macintosh SE	ALC	computer	1	F0051V3B03
WS #1 - Apple Desktop Bus Mouse	ALC	mouse	1	AP95034UC25
WS #1 - Microsoft Inport Mouse	ALC	mouse	1	222055
WS #1 - Apple Keyboard	ALC	keyboard	1	1063023
Apple Imagewriter II printer	ALC	printer	1	1810957
WS #7 - Apple IIE computer	ALC	computer	1	E906ND4A2S2128
WS #7 - Apple Color Composite Monitor	ALC	monitor	1	T299707
WS #7 - Apple 5.25 Disk Drive	ALC	disk drive	1	KGZ8219
WS #7 - Apple 5.25 Disk Drive	ALC	disk drive	1	KHC2026
WS #7 - Kensington System Saver	ALC	system saver	1	8848
WS #3 - Franklin Ace 1000 computer	ALC	computer	1	68941
WS #3 - Zenith Data Systems Monitor	ALC	monitor	1	
WS #3 - Rana Systems Elite 5.25 Disk Drive	ALC	disk drive	1	E1E21574
WS #5 - IBM PS/2 Model 25	ALC	computer	1	2500488A4054
WS #5 - EIS Instavox	ALC	interactive audio	1	91205
WS #5 - IBM Keyboard	ALC	keyboard	1	2233510
WS #6 - IBM PS/2 model 25	ALC	computer	1	2500488A1737
WS #6 - EIS Instavox	ALC	interactive audio	1	92210

WS #6 - IBM Keyboard	ALC	keyboard	1	2233899
Epson LX-800 printer	ALC	printer	1	0011246046
WS #9 - Apple IIE computer	ALC	computer	1	E940ZV6A2S2128
WS #9 - Apple Color Composite Monitor II	ALC	monitor	1	T403580
WS #9 - Apple 5.25 disk drive	ALC	disk drive	1	KJM7939
WS #9 - Apple 5.25 disk drive	ALC	disk drive	1	KJM7937
WS #10 - Apple IIE computer	ALC	computer	1	E015JGJA2S2128
WS #10 - Apple Color Composite Monitor	ALC	monitor	1	T420578
WS #10 - Apple 5.25 disk drive	ALC	disk drive	1	KJT8764
WS #10 - Apple 5.25 disk drive	ALC	disk drive	1	KJT8723
WS #11 - Apple IIE computer	ALC	computer	1	3A2S2E907Q1MA2S2128
WS #11 - Apple Color Composite Monitor	ALC	monitor	1	T300546
WS #11 - Apple 5.25 disk drive	ALC	disk drive	1	KHP0983
WS #11 - Apple 5.25 disk drive	ALC	disk drive	1	KHP0982
WS #4 - IBM PC XT	ALC	computer	1	2687251602017859
WS #4 - Amdek video/310A monitor	ALC	monitor	1	6131293
WS #4 - IBM keyboard	ALC	keyboard	1	F7323
Bell and Howell Language Master	ALC	language master	3	
Audiotronics	ALC	language master	5	
Panasonic tape recorders	ALC	tape recorder	17	
Realistic Minimus 3.5 speaker	ALC	speaker	1	0C4A7KB
RCA Color Track TV	ALC	TV	1	338460414
Pioneer Cable Converter	ALC	converter	1	EK3683438A2
NCI Telecaption 3000	ALC	telecaption device	1	V8420321726
Franklin Spanish/English Master	ALC	electronic dictionary	1	
READY Program	ALC	CD/ROM disc	1	
ENGLISH EXPRESS	ALC	CD/ROM disc	1	
1990 TIME ALMANAC	ALC	CD/ROM disc	1	
COMPTON'S MULTIMEDIA ENCYCL.	ALC	CD/ROM disc	1	11080009900

List of Software Vendors

American Language Academy
Suite 550
1401 Rockville Pike
Rockville, MD 20852
(301) 309-1400

The Conover Company
Survival Skills System
P. O. Box 155
Omro, WI 54963
1-800-933-1933

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510

Institute for the Study of Adult Literacy
The Pennsylvania State University
College of Education
204 Calder Way
Suite 209
University Park, PA 16801
(814) 863-3777

Jostens Learning Corp.
6170 Cornerstone Court, East
Suite 300
San Diego, CA 92121
1-800-521-8536

Laureate
110 East Spring Street
Winooski, VT 05404
(802) 655-4755

SkiSoft Publishing Corp.
1644 Massachusetts Ave.
Suite 79
Lexington, MA 02173
(617) 863-1876

U.S. Basic Skills Corp.
1700 Diagonal Road
Suite 400
Alexandria, VA 22314

WordPerfect Corporation
1555 N. Technology Way
Orem, UT 84057
(801) 225-5000

Scholastic Inc.
730 Broadway
New York, NY 10003

Apple Computer
20525 Mariam Avenue
M/S 37J
Cupertino, CA 95014
1-800-538-9696

Davidson and Associates, Inc.
3135 Kashiwa Street
Torrance, CA 90505
(213) 793-0600

Hartley Courseware
Jostens Learning Corp.
6170 Cornerstone Ct., East
Suite 300
San Diego, CA 92121
1-800-521-8536

Interactive Knowledge Inc.
P. O. Box 560865
Charlotte, NC 28256
Attn.: Tim Songeri
(704) 549-9646
Note: This contact is for the *Ready!* program, developed for Piedmont Community College.

J. Westin Walch, Publisher
321 Valley St.
P. O. Box 658
Portland, ME 04104-0658

MECC
6160 Summit Drive, North
Minneapolis, MN 55430
1-800-685-MECC

The Software Toolworks
1 Toolworks Plaza
13557 Ventura Blvd.
Sherman Oaks, CA 91423
(818) 907-6789

WICAT
Jostens Learning Corp.
6170 Cornerstone Ct., East
Suite 300
San Diego, CA 92121
1-800-521-8536

Mindscape School Software
L&S Computerware
3444 Dundee Rd.
Northbrook, IL 60062

Appendix E
Job Task Analysis - Workplace ESL Teacher

JOB TASK ANALYSIS - WORKPLACE ESL TEACHER

This job task analysis was developed in consultation with and in cooperation of the workplace ESL teachers and staff of the REEP program. These teachers provide customized ESL instruction for limited English speaking employees in five industries in Arlington and Alexandria, Virginia.

The purpose of the job task analysis is to provide insight to both administrators and instructors into the complexity of the tasks required of workplace instructors. This document provides programs with information needed to recruit, train support, and evaluate instructors selected for worksite assignment. It can also help program planners consider the resources required to engage in and provide workplace education programming. For teachers, it provides a document from which to reflect on their responsibilities, and consider areas where they need training, support or mentoring. It also provides teachers with a voice for expressing the complexity of their jobs to program planners. Teachers may want to use this document to create their own individual professional development plan as it relates to skills they wish to develop. Staff developers may want to use it to identify areas of critical training needs for groups of instructors.

JOB TASK ANALYSIS: WORKPLACE TEACHER

DUTY: PROVIDING ESL AND LITERACY INSTRUCTION

TASK: PREPARING AND PROVIDING INSTRUCTION AT THE WORKSITE

SUBTASKS	KNOWLEDGE	SKILLS	VALUES ATTITUDES PERSPECTIVES CHARACTERISTIC
Apply basic principles of appropriate education and training theory	1) Adult Learning theory 2) Second Language acquisition theory 3) CBE 4) Functional Context Instruct. 5) Workplace Literacy Instruct.	Able to strike a balance between what the students need and want and what the employers need and want. Able to integrate functional context approach with general educational needs.	A philosophy of teaching that is consistent with learner centered education.
Assess learner needs & skill levels	Participatory instruction Knowledge of various needs assessment methods	Able to adapt teaching techniques to identify learner needs.	Learners need to take charge of the learning processes
Create, adjust, implement curriculum	Curriculum Design Models	Able to identify & write performance objs. Able to design a suitable format Able to identify methods, materials, resources Able to establish evaluation procedures	Teaching in a fishbowl or worse....
Create, prepare, adapt job related materials	Assessments of readability Knowledge of copyright laws and business confidentiality	Able to collect and modify job related materials Able to organize materials for sharing and for future use. (lamination, file systems,flash cards, etc)	Organized, Neat and Orderly appearance and workspace
Develop lesson plans	1) ETI lesson planning module 2) Bernice McCarthy: 4mat System of Teaching to Learning Styles	Able to write lessons which provide motivation,presentation, practice, evaluation and application Able to take learning styles into account	Putting it on paper.
Manage a multilevel class	Managing multi-level Instruction	Able to utilize various techniques managing multi-levels classes: * Prepare materials that can be adapted upwards or downwards * Volunteers	It's the nature of the beast.
Use a variety of ESL techniques	Communicative approach Aural/oral approach Suggestopedia Silent way Whole language approach Phonics	Able to use various ESL techniques: * Drill and Practice * Role Play * Problem Solving * LEA * Lifeskills reading, etc.	Creativity, enthusiasm, and skill
Monitoring student progress	Knowledge of appropriate placement and diagnostic instruments and processes Knowledge of Alternative assessment methods Knowledge of relationship between what is being taught and what is being measured	Able to use appropriate diagnostics and assessment of learning strategies. Able to learning gains/progress or barriers to learning Able to adjust instruction according to assessment feedback, (pace, level, sequence, appropriateness, etc) Able to individualize instruction or recommend individual training plan	Teaching/learning/assessing /teaching, etc
Maintain student records	Progress, attendance, supervisor ratings	Able to organize, maintain & report information	"It's part of the job."

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JOB TASK: WORKPLACE TEACHER:

DUTY: PROMOTING WORKPLACE EDUCATION AT THE WORKSITE

TASK: COMMUNICATING WITH WORKPLACE SUPERVISORS AND STAFF

SUBTASKS	KNOWLEDGE	SKILLS	VALUES ATTITUDES PERSPECTIVES CHARACTERISTICS
Meet with line supervisors to get input in curriculum and classroom instruction	Background information on the company, its needs, its commitment to the program * The culture of organizations * Organizational culture of the property * The established procedures and standards * Organizational chain of command: Not just who's who, but who cares and about what!!!	Able to understand the rules and regulations of the workplace. Able to understand the overriding mission of the business and how you fit in Able to speak comfortably in public Able to showcase the program to the business and other interested audiences	The "P" word (politics) The "us versus them" syndrome and "The Bottom Line"
Maintain ongoing communication with online supervisors	Knowledge of how the supervisor: * can be contacted * wishes to be contacted What they need to know / want to know, ie, progress, attendance, etc.	BUSINESS COMMUNICATION SKILLS: Able to help to develop team spirit or join the team Able to communicate information on learner progress so that it is comprehensible to trainee's supervisors Able to communicate effectively and efficiently orally and in writing Able to guard confidentiality	Your chance to be a cheerleader Gaining and maintaining trust and confidentiality The "S" word (selling) "Approachability" both yours and theirs
Negotiate for instructional needs, (ie, changes in space,set up, release, equip)	What's happening on the worksite and how can it help or hinder you? Creative Problem solving techniques Conflict Resolution Styles: Avoidance, accommodation, cooperation, collaboration	INTERPERSONAL SKILLS: Able to assess her/his own authority and limitations in the workplace Able to handle conflict tactfully Able to deal effectively with people Able to represent the program in a professional manner Able to present ideas in a clear and convincing manner	"Commanding without demanding" Decisiveness vs pushiness The "F" word - flexibility Stress tolerance and body language When to call it quits. "Just the facts ma'm."

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JOB TASK: WORKPLACE TEACHER:

DUTY: CONTRIBUTING TO PROGRAM QUALITY

TASK: EVALUATING PROGRESS

SUBTASKS	KNOWLEDGE	SKILLS	VALUES ATTITUDES PERSPECTIVES CHARACTERISTICS
Evaluate learner progress	1) Standardized tests 2) Criterion referenced testing 3) Performance based testing 4) Alternative measures: * competency checklists * supervisor ratings * student self-assessment * other indicators of impact: retention, promotion,job change, etc	Able to select appropriate assessment instruments for the outcomes to be measured Able to separate evaluation from instruction Able to identify achievement and significance of achievements	Accountability - valuing who needs to know what information and why.
Evaluating Program performance	Knowledge of the overall goals of the program, the business and the trainees Program evaluation models - formative and summative evaluations Instrumentation and data collection and analysis	Able to contribute data that will yield information on the success of the individual class and overall success of the program Able to take appropriate action on feedback data	Able to understand and contribute to the "big picture" Quality is a process that can always be improved upon.
Evaluating own performance	Knowledge of the job and all that is required by each of the stakeholders, learners, businesses, institution, funders. Knowledge of subject matter and how to apply it to the training situation. Self evaluation methods and instruments Values clarification	Able to use evaluation data and feedback to improve performance. Able to design ways to self monitor own performance and modify as necessary Able to formulate inquiry -based research activities relating to effective learning Able to relect on and understand own values and those of others	Self-reflection Self-objectivity Integrity Self-management Energy and Enthusiasm for professional growth

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Appendix F
EXAMPLES OF ASSESSMENT FORMS

ADULT AND CAREER EDUCATION
ARLINGTON PUBLIC SCHOOLS

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

STUDENT SELF-EVALUATION

Name_____ Date_____

Business_____ Before Class Class _____

I can:	well	a little	can't
1. speak English to my supervisor			
2. speak to patients, residents, customers or guests			
3. speak to Americans I work with			
4. understand English at work			
5. speak English at work			

After Class:

I can:	more	a little	can't
1. speak English to my supervisor			
2. speak to patients, residents, customers or guests			
3. speak to Americans I work with			
4. understand English at work			
5. speak English at work			

REV. 02/92

WILSON SCHOOL. 1601 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209 — phone: (703) 358-4200

1/93

SUPERVISOR'S GENERAL RATING OF STUDENTS

BUSINESS_____ **SUPERVISOR**_____ **DATE**_____

INSTRUCTIONS: Please indicate how much each student has improved since enrolling in the Workplace Literacy Class. For each category, enter your rating using the following scale:

a) Student improved 3 - Greatly, 2 - Moderately, 1 - Slightly, O - No Change or Worse.

b) If you do not have adequate information, use N/O - Not Observed.

c) If employee needed no improvement, mark N/A - Not Applicable.

Please write specific comments on individual student forms. Let us know in what ways you can see an improvement in language performance and if the student has been promoted, made job changes, or increased responsibilities because of new English skill level.

STUDENT NAME	Increased Communication Skills	Improved Productivity	Increased Attendance at work	Increased Self-esteem	Improved Safety

Supervisors' General Ratings of Students:

These are suggestions of some behavior that may be observed in each category of improvement. You will probably see other indications as well.

Increased Communication Skills:	Employee . speaks more in English with supervisors, guests, management; . turns less often to someone to translate; . welcomes guests, responds to greetings; . addresses guests' concerns either directly or by referral to Front Desk or his/her Supervisor . etc.
Improved Productivity:	. understands requests & handles them more quickly; . responds more quickly & easily to changes in instructions; . asks questions to clarify directions or situations not understood; . does the job correctly the first time; . makes fewer mistakes from lack of understanding; . etc.
Increased attendance at work:	. has fewer absences
Increased self-esteem:	. is less reticent and more confident in expressing self; . tries to speak English more often; . offers ideas and suggestions; . etc.
Improved safety:	. shows more concern about protection of co-workers, guests, and self . prevents accidents by using safety precautions required by your business . is involved in less mishaps, accidents . etc.

SOUTHLAND CORPORATION ESL CLASS SPECIAL PROJECT

Employee name_____

Teacher___Carol____

Subject_____

The employee has demonstrated the ability to:
(scale: 1-lowest to 5-highest, see attached key)

organize information
in writing _____

visually (poster/realia) _____

make an oral presentation
organization of ideas/
cohesion of message _____

fluency _____

pronunciation/
clarity of delivery _____

use of visuals _____

confidence _____

Overall project rating _____
Comments:

Signature_____ Date_____

11/92

Special Project Evaluation Key

Oral presentations are to be rated on a 1-5 scale as follows:

	1	2	3	4	5
fluency	halting and fragmented		affected by language, pauses		effortless
pronunciation/ clarity	frequent mis-pronunciations, cannot be understood		some mispro-nunciations, understood if attentive		no serious mispronun-ciation
organ/cohesion of message	no cohesion, poor organization		moderate cohesion, attempts to organize		excellent cohesion and organization
confidence	not very willing, hesitant		some hesitation and pauses, but willing		very willing no hesitaiton
use of visuals	no reference, or did not relate well to presentation		referred to, but not enhance presentation as effectively as could have		used effectively, enhanced presentation

Visuals and the accompanying written report are also to be rated on a 1 to 5 scale with regards to how well the information is organized.

This rating scale + these categories were agreed upon by the students.

Marriott Evaluations: Banquet group II

Please read each statement and put a check in the column which best describes the level of your performance. 1 is the highest/best score and 5 is the lowest/worst score, and 3 is average. The first group of statements apply to your performance before the English class and the second group is you current performance.

	1	2	3	4	5
Before this class I would speak to guests with confidence.					
Before this class I could use the phone to get information and answer it and take messages.					
Before this class I could make a presentation to a group.					
Before this class I could conduct job interviews.					
Before this class I could read about current events in the newspaper.					
Before this class I could read and understand the Associate Performance Appraisal.					
Before this class I could discuss my performance with my supervisor.					

Now I speak to guests with confidence.					
Now I can use the phone to get information and answer it and take messages.					
Now I can make a presentation to a group.					
Now I can conduct job interviews.					
Now I can read about current events in the newspaper.					
Now I can read and understand the Associate Performance Appraisal.					
Now I can discuss my performance with my supervisor.					

I feel that I have learned vocabulary useful in my work.
(1 = very true, 5 = not true at all)

Second Marriott Banquet Class
Lois Thomas

March - June 1992

Writing Evaluations Pre/Post score

Legend: 1 low 2 3 high

STUDENT	IDEAS/EXP		ORGANIZ.		USAGE		PUNCT.		PENMANSHIP		+ OR -	
	before	after	before	after	before	after	before	after	before	after	before	after

1

1
tomstartover.ltr